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A Profile of Female School Administrators in the State of Nebraska and Their Perceptions of the Superintendency

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A PROFILE OF FEMALE SCHOOL ADMINISTRATORS
IN THE STATE OF NEBRASKA
AND THEIR PERCEPTIONS OF THE SUPERINTENDENCY

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by
Cathy J. Kyles
November, 1988

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of
Nebraska, in partial fulfillment of the requirements for
the degree Specialist in Education, University of Nebraska
at Omaha.

Supervisory Committee

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Department

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11/29/88

Date

ACKNOWLEDGEMENTS

The author wishes to express sincere gratitude and appreciation to those persons who assisted directly or indirectly in this project. In particular, the writer thanks:

Dr. Darrell Kellams, committee chairman and graduate advisor. It is with great honor and distinction with his retirement in the fall semester of nineteen hundred and eighty-eight to be his final advisee at the University of Nebraska at Omaha; and to Dr. Thomas Petrie and Dr. Scott Harrington, committee members, as their dedication to the profession has contributed greatly to my personal and professional growth;

Mr. Mick Fjell for his encouragement and impetus to enter into the field of educational administration;

Mr. Larry Zimmerman for his encouragement and selfless assistance with the methodology of the problem;

Mrs. Betty Cosentino for contributing to the perfectionism of details in this project;

My mother, Lois Johnson, and deceased father, Walter L. Johnson, who taught me the importance of education;

My family and friends who gave me the encouragement, support, and love while continuing this project; and,

My children Scott and Stephanie, it was for them that I have dedicated the time and energy into this project as an educator and parent and because of this dedication they have often been motherless.

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CHAPTER I

INTRODUCTION

Educational administration is a male-dominated field; one evident characteristic throughout research is that few women across the United States have secured the top management position of the school superintendent.

Wiggins and Coggins (1986) refer to Kanter (1977) and state:

Women are often employed in jobs that are low in opportunity and power. Opportunity is the chance to be promoted to a job with more official authority, and power is the ability to get things done, to mobilize resources, and to get and use whatever it is that a person needs for the goals he or she is attempting to meet. Preference for male leaders is a preference for power in the context of an organization where women do not have access to power through activities and alliances. (p. 115)

Wiggins and Coggins continue:

A labor force analysis by gender measures equity in the opportunity for women to fill top-level positions. A labor force analysis is done by recording the relevant characteristics, usually race and sex, of a person in every job and then

aggregating the results by job, title, department, or whatever classifications are relevant to the issues of concern. This reveals the relative balance between the pool of qualified people and the degree of equitable representation of job by race and sex. Such an analysis has been conducted by Stansbury, Thomas and Wiggins (1984) and indicates underrepresentation of women in the superintendency. (p. 115)

Some of the reasons listed for underrepresentation are:

- Men are better suited for administration.
- Sex-bias is involved in evaluating the performance of women.
- Women may be afraid of failure.
- Criteria other than task competence and qualifications are used in the consideration of women.
- Women lack support groups. (p. 115)

Public schools are primarily staffed by women.

However, women continue to remain in education as teachers, while men continue to climb the ladder into leadership positions with superior power, pay and promotions (Ortiz and Covell, 1978). Tibbetts (1980) relates " . . . The predominance of men in administrative positions is frequently justified on the grounds that men perform better

as educational leaders than do women" (p. 15). Stockard (1984) indicates that:

Less than one-fourth of all school administrators are women, and most of these are in lower-level posts. Fewer than two percent of all superintendents, nine percent of all deputy assistant or associate superintendents, ten percent of all secondary school principals are women.
(p. 36)

Perhaps the reason for the scarcity of women in school administration can be found in Gallant's (1980) article where he quotes Edith McKenzie:

The paucity of women administrators is generally not accounted for in terms of the technical competence of female teachers but rather along the dimensions of cultural norms prescribing nonsupervisory, nonmanagerial, and/or nonadministrative roles for women, as well as of such particularistic attributes or characteristics of women as being nurturant and supportive, having lower aspirations than men with respect to career goals, being more interested in giving services to others than in receiving extrinsic rewards, and being more strongly oriented toward occupations based upon typical female attributes and/or that

provide the opportunity for a work role that is complementary to the role-set of wife, mother and homemaker. (pp. 28-29)

Statement of the Problem

The purpose of this study was to obtain personal, educational, and professional background information on practicing female administrators in the state of Nebraska and compare that information with national related literature findings as to why females do not enter into the superintendency. Research has indicated that the problem is not a new one, but a significant one nationwide. The teaching profession is predominately female, but women continue to be underrepresented in administrative roles. The intent of this paper was to unfold the personal, educational, professional backgrounds, the barriers and the reasons why women in Nebraska have not chosen to pursue nor have they secured the top management position in education - that being the school superintendent.

Delimitations

This study focuses only on women who are practicing female school administrators in the public schools of the state of Nebraska for the 1988-89 school year.

Limitations

The validity of the data provided and upon which conclusions and recommendations will be made is subject to the integrity of the participants in the study.

Assumptions

1. It is assumed that the literature on low representation of females in the superintendent's role is accurate.
2. It is assumed the literature is consistent with an identical trend in Nebraska.
3. It is also assumed that respondents will give reliable and honest responses.

Methodology

The following procedures will be used to determine underrepresentation of females in the superintendent's role:

1. Review the literature and identify salient points of concern.
2. Develop a questionnaire and administer it to the practicing female administrators in the public schools of Nebraska for the current school year.
3. State the barriers as to why female administrators do not seek the role of the superintendent.

4. Interview females who are currently superintendents in Nebraska.

Definition of Terms

1. Administrator. Is a person whose position is not directly related to an academic position. The person is answerable for his or her responsibilities either directly to the chief administrator or the board of education.
2. Board of Education. Is an elected body of citizens whose purpose is policy making and electing a superintendent.
3. Career Ladder. Are those steps a teacher or administrator follows to achieve higher career goals for power, prestige, money or personal satisfaction.
4. Characteristics. Are the particular or distinctive qualities of an individual which distinguish him from another.
5. Mentor. Is a wise and loyal advisor.
6. Superintendent. Is the chosen head of the school. He/she is a duly certified individual elected by the board of education to assume the duties which have been outlined for him/her by the board of education.

Organization of the Study

- Chapter I - Introduction
- Chapter II - Related Literature
- Chapter III - Methodology
- Chapter IV - Presentation of Data, Findings, or
Reportings
- Chapter V - Summary, Conclusions, and
Recommendations

CHAPTER II

REVIEW OF RELATED LITERATURE

History tells us that for over three centuries women could not enter positions of public influence (Dopp and Sloan, 1986). Biklen and Brannigan (1980) report that until the early twentieth century women were not allowed to participate in political affairs. However, women have always been important in education and in the instruction of our nation's youth (Dopp and Sloan, 1986). Hanscot and Tyack (1981) referred to Ellan Flagg Young, superintendent of schools in Chicago, 1909, when she made the prediction that women would soon predominate in school administration. That prediction has yet to be fulfilled even though women predominate in the field of education. In 1870 females represented sixty-six percent of the teaching force, by the 1930s eighty-five percent, and today women are again at the level they were in the early 19th century--sixty-six percent (Schmuck, Carlson, and Charters, 1981).

The women's rights movements during the late 1800s and early 1900s attracted women interested in educational issues (Schmuck et al., 1981). Women made great strides in the role of the superintendency in the 1920s. In 1928 two-thirds of the county superintendents in the midwest and

western states were women (Gribskov, 1980). He hypothesized that this was due to the feminist activities. The collapse of women in administration according to Schmuck et al. (1981) occurred after the passage of the Nineteenth Amendment. The Great Depression of the 1930s also had its influences on women in school administration. During this period married men were hired for positions based on the premise that they were needed to support their families (Gotwalt and Towns, 1986; Gribskov, 1980).

There are many theories and models about why women are underrepresented as school administrators. Estler (1975) has written about three:

1. The women's place model which is based on different socialization patterns of men and women.
2. The discrimination model which suggests that men are preferred in administrative positions.
3. The meritocracy model which states people are promoted according to their abilities.

Lyman and Speizer (1980) maintain that the first two models provide the best support for explaining why women remain in teaching while men move into administrative roles. The third model would imply that men must be more competent than women because they are more often hired for administrative positions; however there is very little support for this particular model according to Lyman and

Speizer (1980). Gross and Trask (1976) reported from a comprehensive study completed in the 1960s that the performance of teachers and the amount of student learning was higher on the average at schools where females were the administrators. Additionally, Gallant (1980) reveals in his article from a Florida leadership study ". . . that women are perceived to be more effective in some areas of school administration" (p. 29).

In 1971 less than one percent of the superintendents, three percent of the high school principals and twenty-one percent of elementary principals were women (Dopp and Sloan, 1986). According to a 1985 survey by the American Association of School Administrators (AASA), Marshall (1986) indicates that of the 14,500 school districts in the United States, less than three percent have female superintendents. Dopp and Sloan (1986) indicated in a summary of the 1982 report by the AASA stated these conclusions:

1. The number of women superintendents has changed little in ten years.
2. Of those who responded, the largest percentage of women were located in districts of 300 to 2,999 students.
3. Women superintendents, as compared to men, have more elementary school experience, have more

years teaching, earn about the same salaries, and have had less employment outside of education.

4. Women superintendents also have had slightly higher levels of formal preparation, began their graduate education at an older age, more often served as supervisors in their first positions, and were more often appointed to their present positions from outside the district.
5. Women superintendents believe in the importance and influence of the superintendency, express slightly higher levels of self-fulfillment, report similar levels of stress and are somewhat less likely to remain in the superintendency until retirement age. (p. 122)

R. Frasher, J. Frasher, and Hardwich (1982) did a personal background study of 131 superintendents and compared it to a study of female business executives to discover if there were any connections between the two careers in obtaining these top-level positions. They discovered that compared to female business executives female superintendents had a more traditional childhood, youth, and early career development and seemed to have synthesized masculine behaviors as they took on additional

responsibilities. From their findings they continued to discuss the profile of a female superintendent and found that variation and individuality are the most common characteristics. The authors related these generalizations about women who now occupy school superintendencies:

- These women have developed nontraditional skills and personality traits that have allowed them success in a field dominated by males.
- These skills and traits emerged from highly traditional family backgrounds, educational experiences, and early career development.
- The superintendents expressed overall satisfaction with their sex-role socialization, with respect to both their personal and professional development.
- They attributed their success primarily to competence and hard work; they considered family support--of husbands and children as well as parents--to be a major contributor.
- They did not perceive sex discrimination to be a deterrent to the advancement of their careers.
- Superintendents of large districts differed from the other women with respect to only a few variables: They were more likely to have had

secondary school administrative experience and to identify sex-role-related factors as inhibiting their careers. (p. 41)

Who are the women that occupy these top management positions? Gotwalt and Towns (1986) surveyed 176 female superintendents; although they found as many commonalities as differences, their findings included:

1. Eight out of ten women were between the ages of thirty-six and fifty-five.
2. The majority were married (fifty-seven percent).
3. Seventy percent of the married group had husbands who work in professional occupations.
4. Three out of ten of the women had one or two children.
5. Three quarters of them were first born children.
6. Ninety percent of them grew up in small or rural communities.
7. Seventy-five percent were reared within two hundred miles of the school district they were currently the head of.
8. While growing up, they drew strong support from their families.

9. Parents put a high priority on education, encouraged high academic achievement and held high expectations of them.
10. Female teachers and mothers served as role models and mentors.
11. As youngsters, ninety-five percent participated extensively in church and community activities; many participated in sports or drama.
12. As they pursued their careers, the greatest support came from their husbands and children; and male coworkers were found to be more helpful than female colleagues. (pp. 13-14)

There are two common career paths taken by school superintendents, one for smaller districts, the other for larger districts. For larger districts, the path is teacher, principal, central office administrator, and then superintendent. For smaller districts, the path is teacher, principal, and then superintendent. The vice principal position is an important one because it may be the first step toward superintendency. It also serves as a proving or testing period (Reed, 1975).

Generally, it takes a female a longer period of time to obtain an administrative position. The common career path for women tends to be teacher, assistant principal, principal, central office administrator, and superintendent

(McDade and Drake, 1982). Men often skip several of these steps and advance directly into top-level administrative positions (Collins, 1977; Maienza, 1986).

The assistant principalship is often the initial administrative appointment on the career ladder of school administration. Gallant (1980) relates from his study that positions held by assistant principals prior to appointment came from three categories: teachers, guidance counselors and others (research associate, school community coordinators, supervisors). Gaining visibility was stated as an important factor in obtaining a vice principal's position. Coaching or sponsoring cocurricular activities were two of the suggested ways to achieving greater visibility.

Collins (1977) suggested that many women will attain their doctorates during their career paths because it makes it increasingly difficult for boards of education to ignore them. Prior to 1968, Maienza (1986) reports from a study that sixty percent of the women in the study were discouraged from applying for or had been denied admission to doctoral programs in educational administration.

The barriers against women in administrative careers can be analyzed from different perspectives; some of those have already been eluded to in the previous paragraphs. Pavan (1985) discusses the following about internal and external barriers:

The literature on barriers to achieving administrative positions generally treats internal and external barriers as separate categories even though the presence of certain external barriers may lead to other internal barriers being developed. Internal barriers include role conflict between spouse-parent and administrative role; personal qualities such as low risk taking, passiveness, fear of a challenge, and low self-confidence; age; lack of administrative experience; and low motivation or job seeking perseverance. External barriers include societal attitudes, family responsibilities, discrimination, inability to relocate, no available openings, no information on job openings, resentment from others, stereotypic expectations, need for job security, lack of encouragement, lack of on-the-job visibility, and no professional network of contacts. Past research has generally indicated that women perceive many of these barriers and that men probably do not, although men have generally not been surveyed on this topic. (pp. 17-18)

According to Dopp and Sloan (1986):

The most commonly named external barrier to upward mobility in the American Association of School

Administrators' (AASA) research study (1982) of women in school administration was resistance from other persons in the community. This especially seemed to be the case with school board members and other community executives who might be instrumental in the selection of superintendents. The second most commonly mentioned external barrier was lack of central office experience. (p. 121)

Few internal barriers were stated in the AASA study. The internal barrier mentioned most often was lack of geographical mobility. Because nearby opportunities were often limited, the lack of geographical mobility strongly affected the women. Personal factors such as marital status, number of children, and ages of children did not significantly affect upward career mobility. (p. 121)

Collins (1977) described mobility as helping but did not assure you of a good job. Remaining in your own district to obtain an administrative position sometimes slowed down the process of goal achievement even further.

Marshall (1986) contends that the most extending barrier might be that of role prejudice. She states:

Perhaps the most far reaching barrier is role prejudice. Role prejudice is a preconceived

preference for a specific behavior on the part of the visibly identifiable group. Society views the superintendency as a predominantly male job. Consequently, women are not supposed to seek the superintendency. (p. 11)

Sexism exists in many forms among different women administrators. Men find it difficult to take orders from women; some women are jealous of their female counterpart's positions. There are differences in salary for the same positions held by a male and even a graduate student was advised by her advisor to get a double major so she could rely on teaching (Collins, 1977).

The results of a study of 472 New York state superintendents indicated there was no real difference in the rating of identically qualified applicants based on gender. However, in a follow-up interview of fifty-nine of those superintendents who had hired one or more principals in that particular year stated that few women were actually qualified for the positions. The researchers were unable to prove or disprove that evaluation. The study was unable to make conclusions about hiring practices based on sex discrimination but suggested that the few women hired as school principals may be due to the small numbers of applicants and continued sex discrimination (Bonuso and Shakeshaft, 1982).

A study completed by Crystal Gips (1986) indicated that experience is the most important criteria in evaluating qualifications for administrative positions and that gender may be relatively unimportant. Some women surveyed insisted they had never experienced any sex discrimination as administrators (Collins, 1977).

R. Frasher et al. (1982) stated few women interviewed in their study had indicated sex bias as impeding the progress of their careers. Collins (1977) quoted two women in her article related to sex and age biases, ". . . a young woman isn't taken seriously. But let your hair go gray and figure grow thick, and you're no longer viewed as a feminine object" (p. 19). Perhaps the most practical advice came from a woman who suggested going " . . . where things are in so much trouble that nobody will notice that you're a woman" (p. 21).

There is disagreement about the support/nonsupport of the school boards. Collins (1977) indicates that some women rate their boards high for support, professionalism, and understanding. At the same time, many boards are reluctant to hire women, and they are screened out of many openings (Collins, 1977).

Gotwalt and Towns (1986) indicates that the number of U.S. schools headed by females in 1981 was 168, and in 1986 that number had risen to 624. She states, "Clearly an

increasing number of school boards are hiring women (in large urban districts, often black women) to serve as chief school officers. But women superintendents still are the exception, not the rule" (p. 13).

However, they also related this point from the women who were surveyed:

School board members are the worst offenders; they reserve their bitterest comments for female board members who discriminate against other women. Said one: "I have been denied even an interview for a higher level job, because a woman on the board 'couldn't handle that.'" (p. 14)

Judith Dodgson (1986) in her article "Do Women In Education Need Mentors?" suggests that mentoring is a key for obtaining high managerial positions and provides them with career mobility. Erickson and Pitner (1980) agree with the mentoring concept as a method for goal achievement. As related in their article, "Many experienced administrators have an interest in coaching aspiring administrators. Most people who succeed can remember individuals who helped them in their early days" (pp. 9-10).

Dodgson illustrates that mentoring is needed throughout an entire career, but there are two critical times when a woman needs a mentor while trying to climb the

education administration ladder. The first is the progression from teacher to vice-principal, and secondly when women advance to senior administrative positions. This study indicated that the final push to top administrative positions was when it was most difficult to find a mentor. One reason stated was because of so few women in those positions and the "Queen Bee" syndrome. Dodgson refers to an article by E. B. Bolton which states, ". . . this syndrome refers to the fact that in an organization there can be only one superior female who has gained the top position by her own ingenuity, and she is probably unwilling to help others" (p. 33). Dodgson continues that people already in the higher career echelons should be made aware of this concept and discover avenues for helping women achieve their career goals.

Stephanie Marshall (1986) summarizes comments of her colleagues and her own experiences as a superintendent for those women aspiring to enter the superintendent's role:

If you think you want to be a superintendent, be sure it's what you want to do; then, if you want it, go for it with your eyes wide open. Keep in mind the following:

- Define your goals early on; map a strategy on how best to acquire the skills that you need.

- Expect rejections along the way, but don't let them deter you from your goal.
- Consciously place yourself in the correct arena; surround yourself with a network of people (both male and female administrators) and seek support from other women superintendents.
- Shadow a superintendent by taking an internship.
- Secure the appropriate credentials in terms of graduate degrees and try to include a secondary line administrative position in your plans; employers are looking for solid line administrative experience.
- Take advantage of the position you are presently in and fill in the gaps in your skills; acquire skills in management, budget and negotiations.
- Don't be impatient. There is a perception that some young women have a sense of entitlement; because they have completed the necessary years of schooling, they feel they are ready for a top administrative position. This attitude will go against you. Recognize that you will have to go through a certain number of administrative chairs, and that you will have to put the time in to reach the level of administration that you are seeking.

- Apply with your eyes wide open and realize that the superintendency is a very difficult and political job.

- Be yourself--don't try to be masculine.

Perhaps the best advice, however came from June Gabler:

- Be competent in every job in the district.
- Learn to cooperate.
- Don't hide behind a job description--be able to empathize with people.
- Be supportive of everyone.
- Be honest and loving.
- Forget your sex, be proud of it and then put it aside.
- Don't join cliques; be broad in your response to people.
- Don't pass the buck--stop it.
- Run by the problem and not by the clock.
- Surround yourself with excellence.
- Don't put others down while you put yourself ahead.
- Dare to be different.
- Keep laughing! (pp. 12-13)

The literature has indicated that currently educational administration is a male dominated field.

Women continue to be active participants in education and are making some progress towards greater participation into educational administration and more specifically in the role of the school superintendent.

CHAPTER III

METHODOLOGY

The purpose of this study was to obtain personal, educational, and professional background information from practicing female school administrators in the state of Nebraska and to compare that information with national related literature findings as to why limited numbers of females have continued up the career ladder and pursued the role of the school superintendent.

Literature has indicated that the problem is not a new one, but a significant one. There appears to be as many agreements and similarities as disagreements and dissimilarities about women and the factors centered around them entering into the superintendent's role. One evident characteristic throughout research is that few women across the U.S. have secured this top management position.

A review of the literature was completed which indicated salient points about who the female administrator is and the reasons these women reiterated why limited numbers have secured school administrative positions and in particular that of the school superintendent.

In order to obtain the views and perceptions from Nebraska female administrators a questionnaire was designed which enabled the respondents to reply to the data compiled from the literature.

The questionnaire (see Appendix A) consisted of five areas of information: personal, professional, educational, recruitment and selection, and future goals and aspirations.

The names of the individuals selected to receive the questionnaire were obtained from the State Department of Education in Lincoln, Nebraska. One hundred sixty-five questionnaires along with a cover letter (see Appendix B) were mailed to female administrators in Nebraska public schools who were current for the 1988-89 school year, assistant principals, principals or superintendents in Class I - VI Districts. A stamped self-addressed envelope was provided for their convenience. The distribution of the questionnaire was as follows:

| | <u>District</u> | <u>Elementary</u> | <u>Secondary</u> |
|----------------------|-----------------|-------------------|------------------|
| Superintendents | 2 | --- | --- |
| Principals | --- | 112 | 12 |
| Assistant Principals | --- | 9 | 30 |

As the questionnaires were returned, the responses to each question were tabulated and percentages were calculated for each question. The information was classified by total administrator or level administrator responses or both.

The results of these analyses are presented in Chapter IV through the use of figures/tables.

Questions that allowed the respondents to write in an opinion are compiled with percentages of similar responses indicated.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this chapter was to present data obtained from a questionnaire mailed to practicing female educational administrators in the state of Nebraska. Also, a phone interview was conducted with the two current female school superintendents.

A total of 165 questionnaires (see Appendix A) were mailed; of those, 117 or 71 percent were returned. A complete breakdown of the questionnaires mailed is as follows:

- 121 Elementary (Principal & Assistant Principal) 65% returned.
- 42 Secondary (Principal & Assistant Principal) 88% returned.
- 2 Superintendents (District Level) 100% returned.

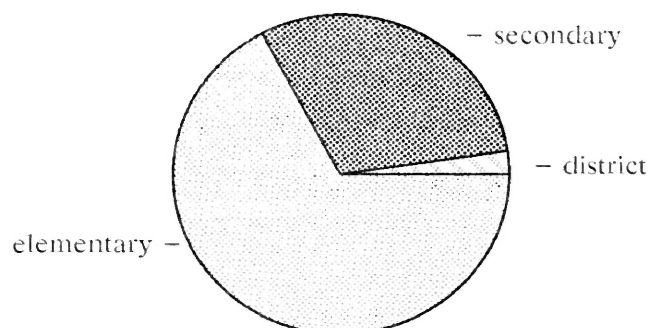
The questionnaire consisted of five areas of information: personal background, educational and professional background, recruitment and selection, barriers, and goals and aspirations. Each question of the form was designed to discover individual perceptions to the research that was set forth in Chapter II.

The data obtained from the questionnaire is presented in Figures and Tables 1-41.

PERSONAL BACKGROUND INFORMATION

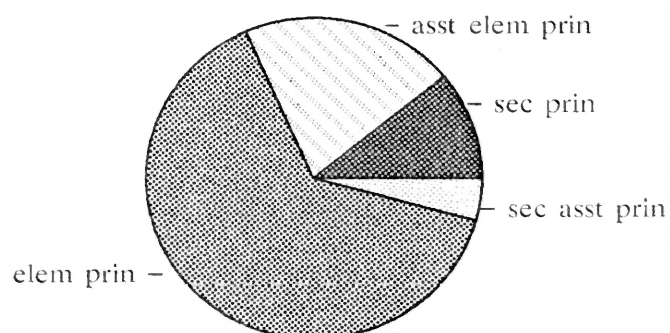
ELEM – Elementary administrators
 SEC – Secondary administrators
 SUPT – Superintendents

Figure / Table – 1
Question 1 – Level



| NUMBER | PERCENT | LEVEL |
|--------|---------|------------|
| 79 | 67.52 | elementary |
| 36 | 30.77 | secondary |
| 2 | 1.71 | district |
| 117 | 100.0 | TOTAL |

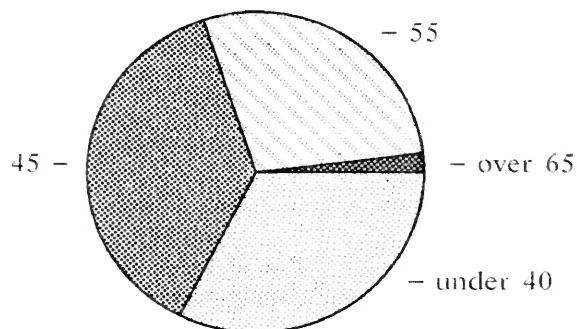
Figure / Table – 1 (continued)
Administrator title (elementary / secondary)



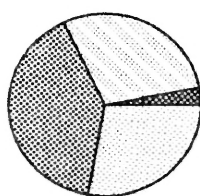
| NUMBER | PERCENT | TITLE |
|--------|---------|----------------|
| 74 | 64.35 | elem prin |
| 5 | 4.35 | asst elem prin |
| 12 | 10.43 | sec principal |
| 24 | 20.87 | asst sec prin |
| 115 | 100.0 | TOTAL |

Question 2 – Age

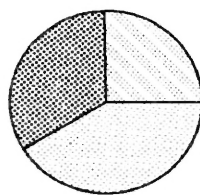
Figure / Table – 2



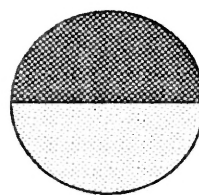
| NUMBER | | AGE |
|--------|-------|----------|
| 38 | 32.47 | UNDER 40 |
| 44 | 37.61 | 40 – 49 |
| 33 | 28.21 | 50 – 59 |
| 2 | 1.71 | OVER 60 |
| 117 | 100.0 | TOTAL |

Figure / Table – 2 (continued)
Administrator age by level

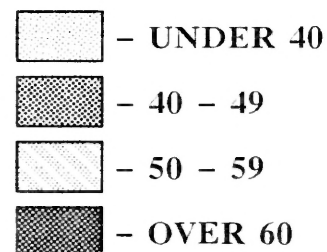
ELEM



SEC



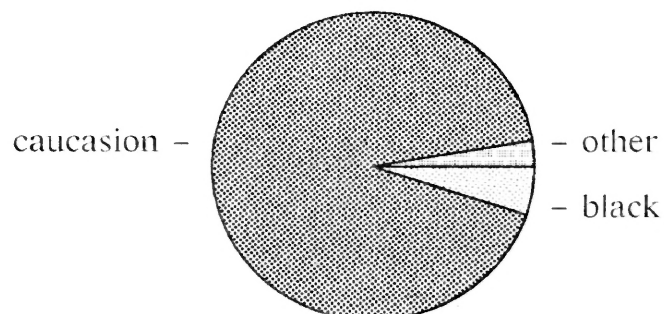
SUPT



| AGE | ELEM | SEC | SUPT |
|----------|----------|----------|--------|
| UNDER 39 | 22 27.85 | 15 41.67 | 1 50.0 |
| 40 – 49 | 32 40.51 | 12 33.33 | 0 |
| 50 – 59 | 23 29.11 | 9 25.00 | 0 |
| OVER 60 | 2 2.53 | 0 | 1 50.0 |
| TOTAL | 79 | 36 | 2 |

Figure / Table 3

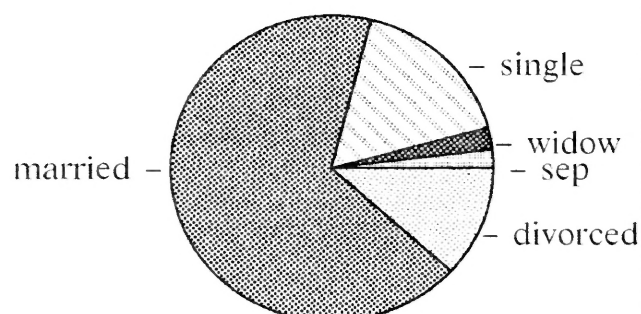
Question 3 – Race



| NUMBER | | RACE |
|--------|-------|-----------|
| 108 | 92.31 | caucasion |
| 6 | 5.13 | black |
| 3 | 2.56 | other |
| 117 | 100.0 | TOTAL |

Figure / Table 4

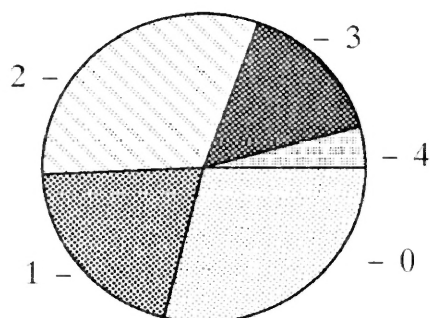
Question 4 – Marital status



| NUMBER | | STATUS |
|--------|-------|-----------|
| 14 | 11.98 | divorced |
| 79 | 67.52 | married |
| 20 | 17.09 | single |
| 3 | 2.56 | widow |
| 1 | .85 | separated |
| 117 | 100.0 | TOTAL |

Figure / Table 5

Question 5 – Number of children



| NUMBER | | CHILDREN |
|--------|-------|----------|
| 34 | 29.06 | 0 |
| 24 | 20.51 | 1 |
| 37 | 31.63 | 2 |
| 18 | 15.38 | 3 |
| 4 | 3.42 | 4 |
| 117 | 100.0 | TOTAL |

Figure / Table 6
Question 6 – Father's education level

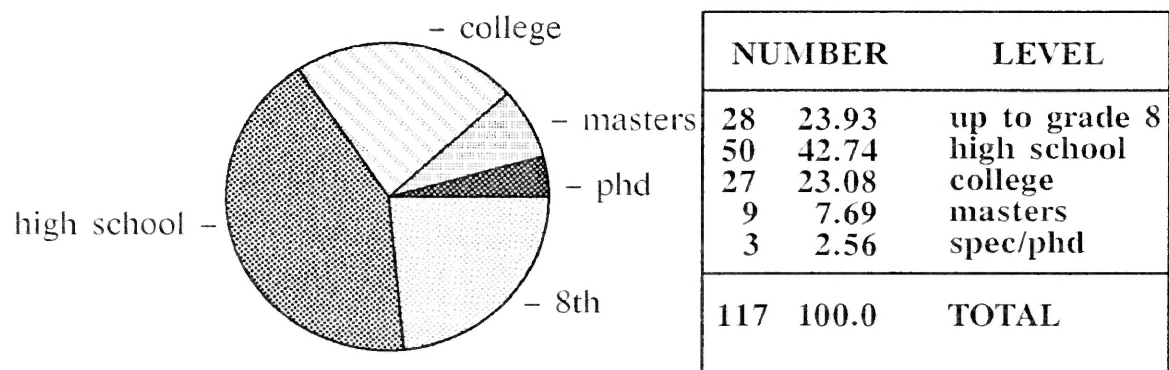


Figure / Table 7
Question 7 – Mother's education level

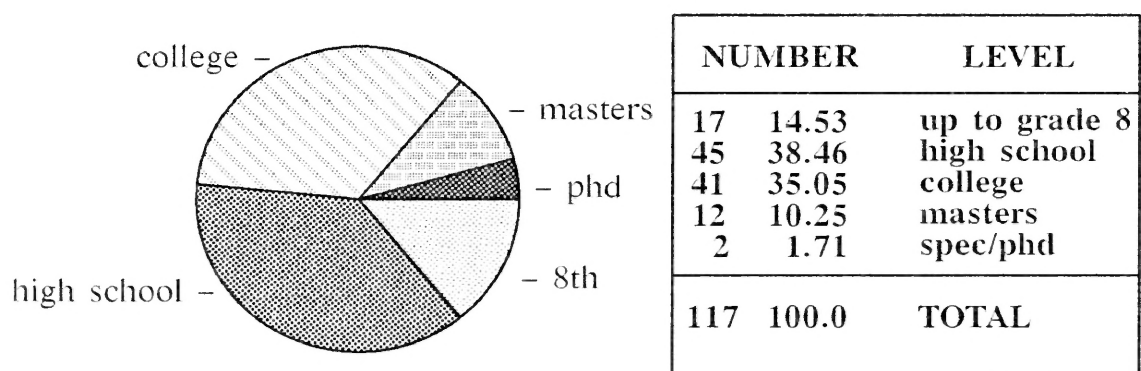


Figure / Table 8
Question 8 – Size of community where born

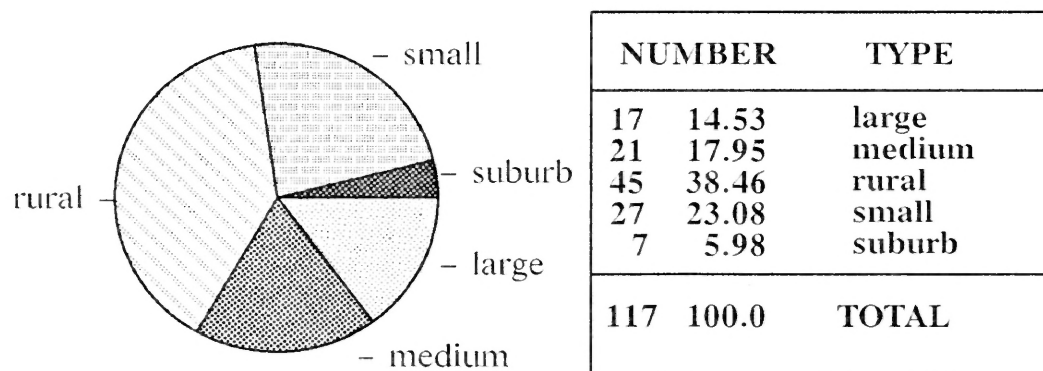
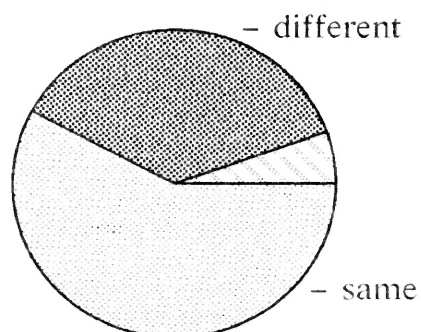
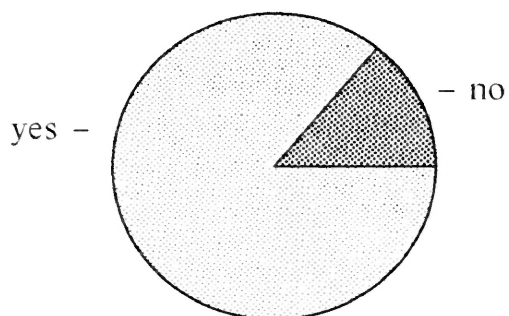


Figure / Table 9
Question 9 – State where employed



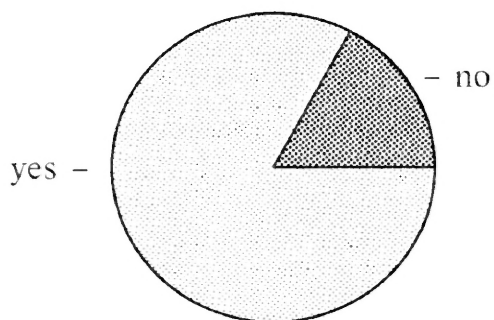
| NUMBER | | STATE |
|--------|-------|-----------|
| 68 | 58.12 | same |
| 43 | 36.75 | different |
| 6 | 5.13 | no answer |
| 117 | 100.0 | TOTAL |

Figure / Table 10
Question 10A – Parents place a high priority on education?



| NUMBER | | RESPONSE |
|--------|-------|----------|
| 101 | 86.32 | yes |
| 16 | 13.68 | no |
| 117 | 100.0 | TOTAL |

Figure / Table 10 (continued)
Question 10B – Parents place a high priority on academic achievement?



| NUMBER | | RESPONSE |
|--------|-------|----------|
| 97 | 82.91 | yes |
| 20 | 17.09 | no |
| 117 | 100.0 | TOTAL |

Figure / Table 11
Question 11A,B,C,D,E,F – High school activities

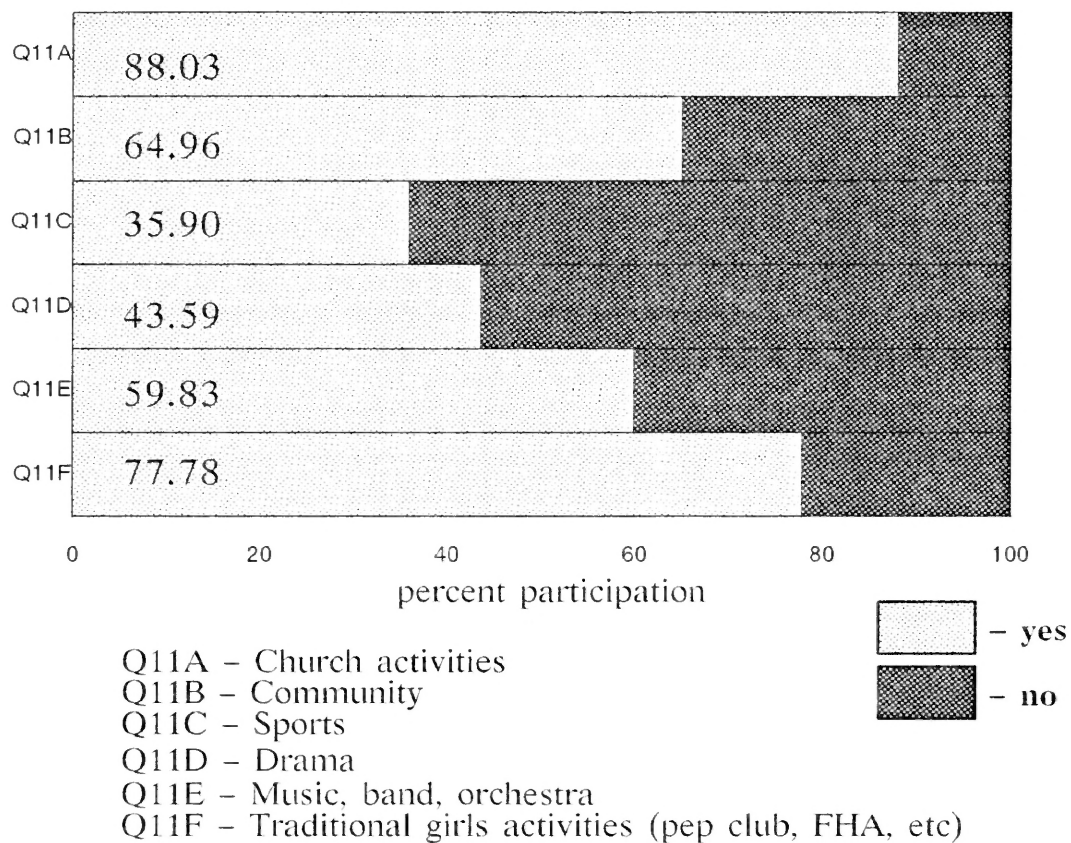
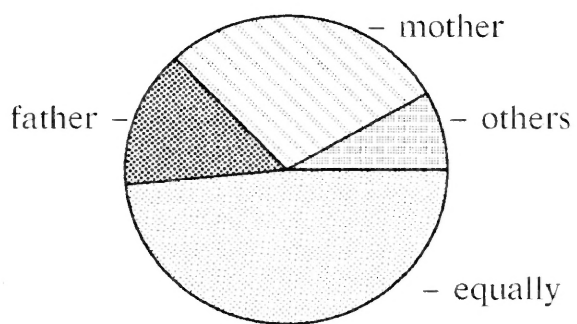


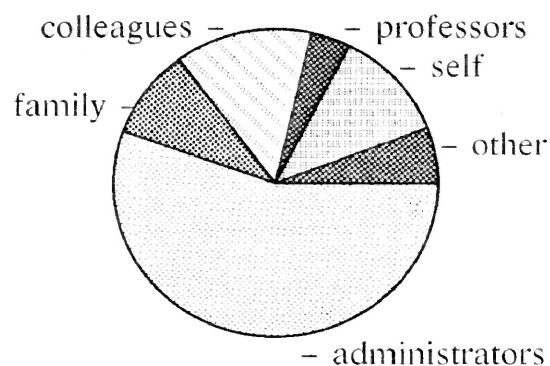
Figure / Table 12
Question 12 – Parental influence



| NUMBER | | PERSON(S) |
|--------|-------|-----------|
| 57 | 48.72 | equally |
| 17 | 14.53 | father |
| 34 | 29.06 | mother |
| 9 | 7.69 | others |
| 117 | 100.0 | TOTAL |

Figure / Table 13

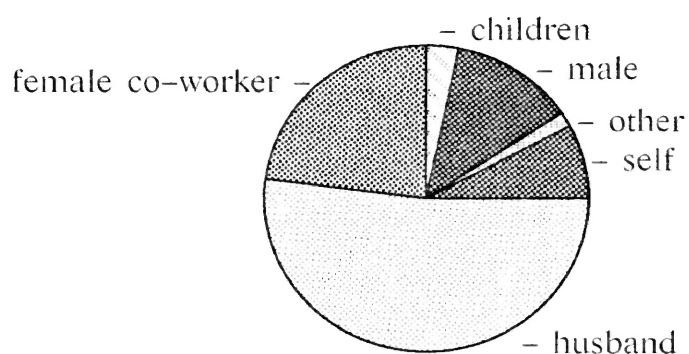
Question 13 – Person who influenced you most to enter educational administration.



| NUMBER | | PERSON |
|--------|-------|-----------------|
| 65 | 55.55 | administrators |
| 11 | 9.40 | family |
| 16 | 13.68 | colleagues |
| 5 | 4.27 | professors |
| 14 | 11.97 | self-motivation |
| 6 | 5.13 | other |
| 117 | 100.0 | TOTAL |

Figure / Table 14

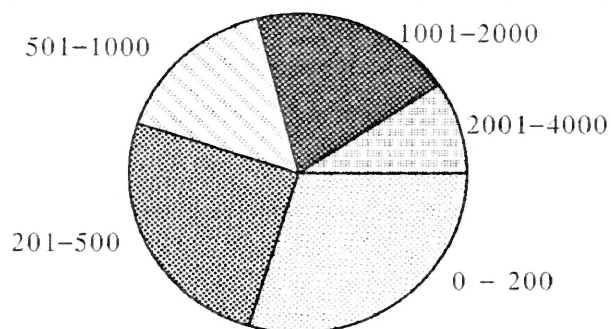
Question 14 – As you pursued your career, who did your greatest support come from?



| NUMBER | | PERSON |
|--------|-------|------------------|
| 4 | 3.42 | children |
| 27 | 23.07 | female co-worker |
| 61 | 52.14 | husband |
| 15 | 12.82 | male co-worker |
| 2 | 1.71 | other |
| 8 | 6.84 | self |
| 117 | 100.0 | TOTAL |

EDUCATIONAL / PROFESSIONAL BACKGROUND

Figure / Table – 15
Question 15 – High school enrollment



| NUMBER | | SIZE |
|--------|--------|-----------|
| 35 | 29.91 | 0-200 |
| 30 | 25.64 | 201-500 |
| 19 | 16.24 | 501-1000 |
| 23 | 19.66 | 1001-2000 |
| 10 | 8.55 | 2001-4000 |
| 117 | 100.00 | TOTAL |

Figure / Table – 16
Question 16 – Age of first job in education.

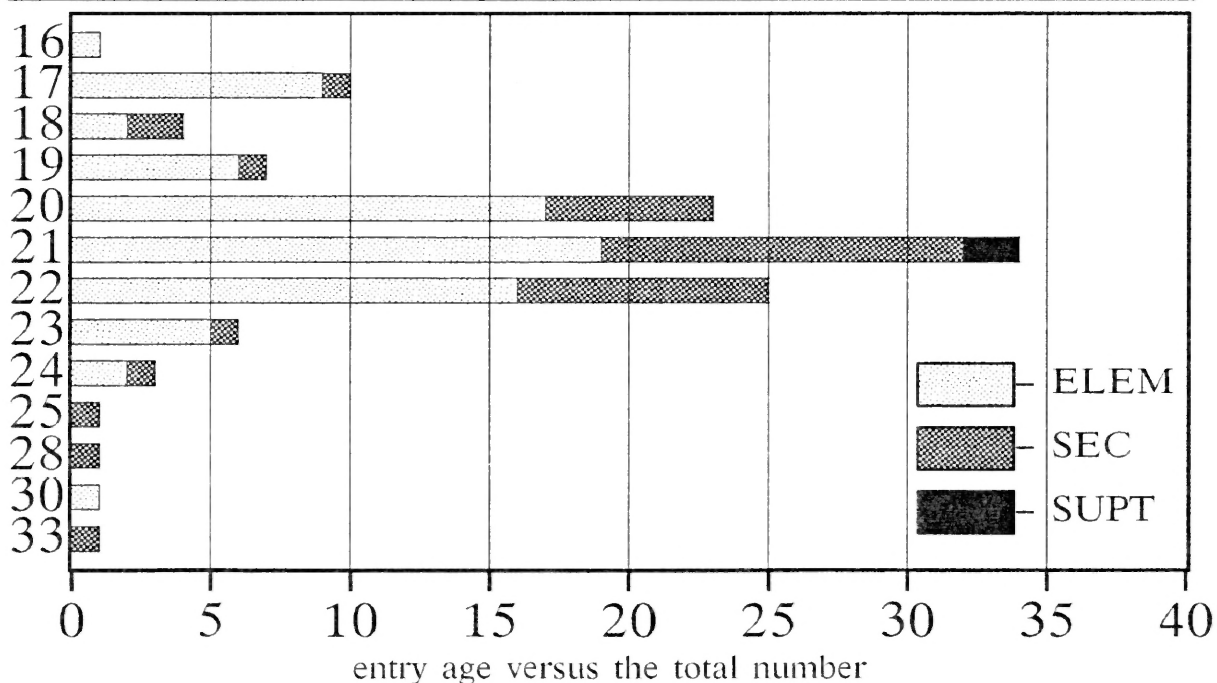
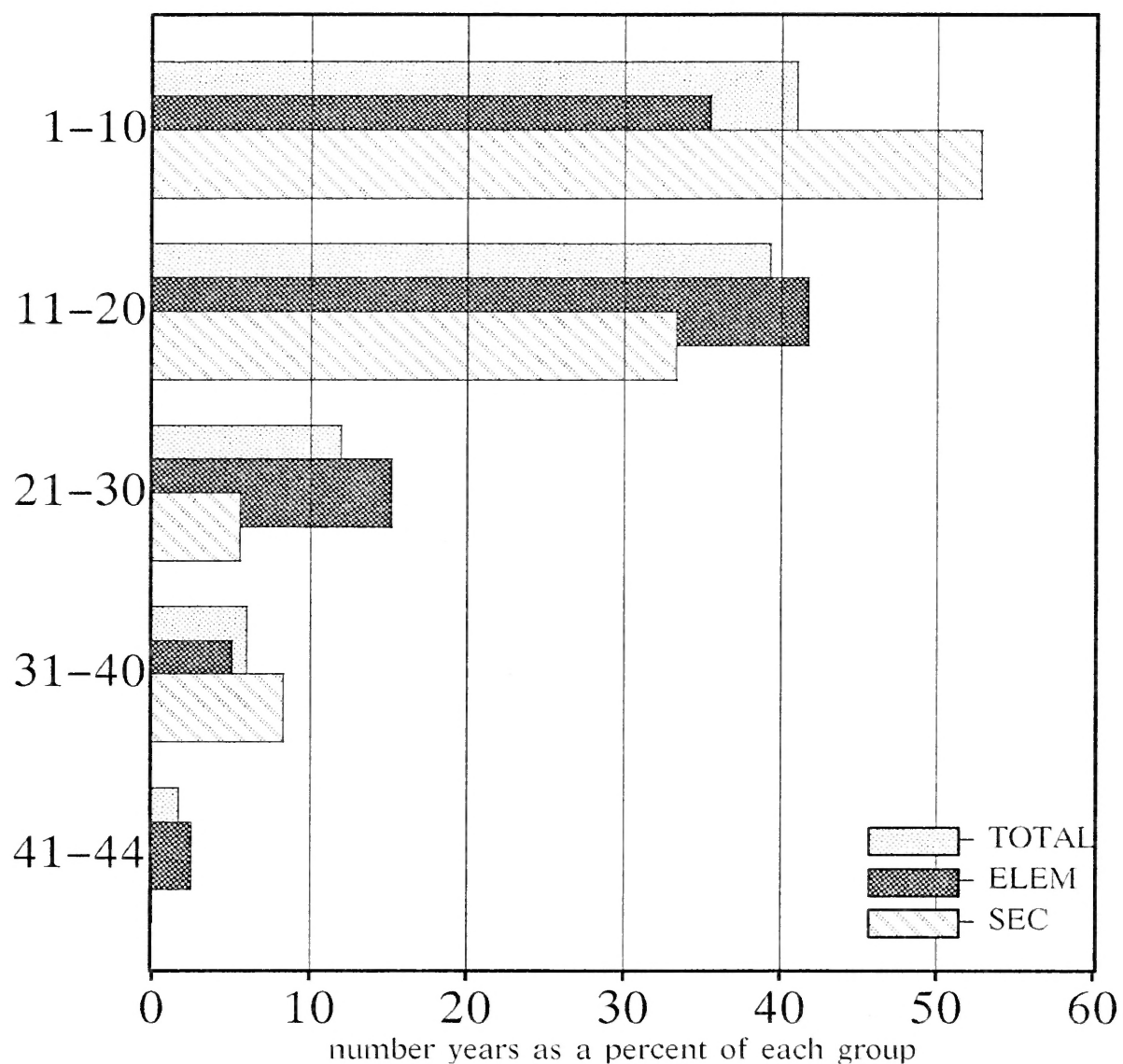
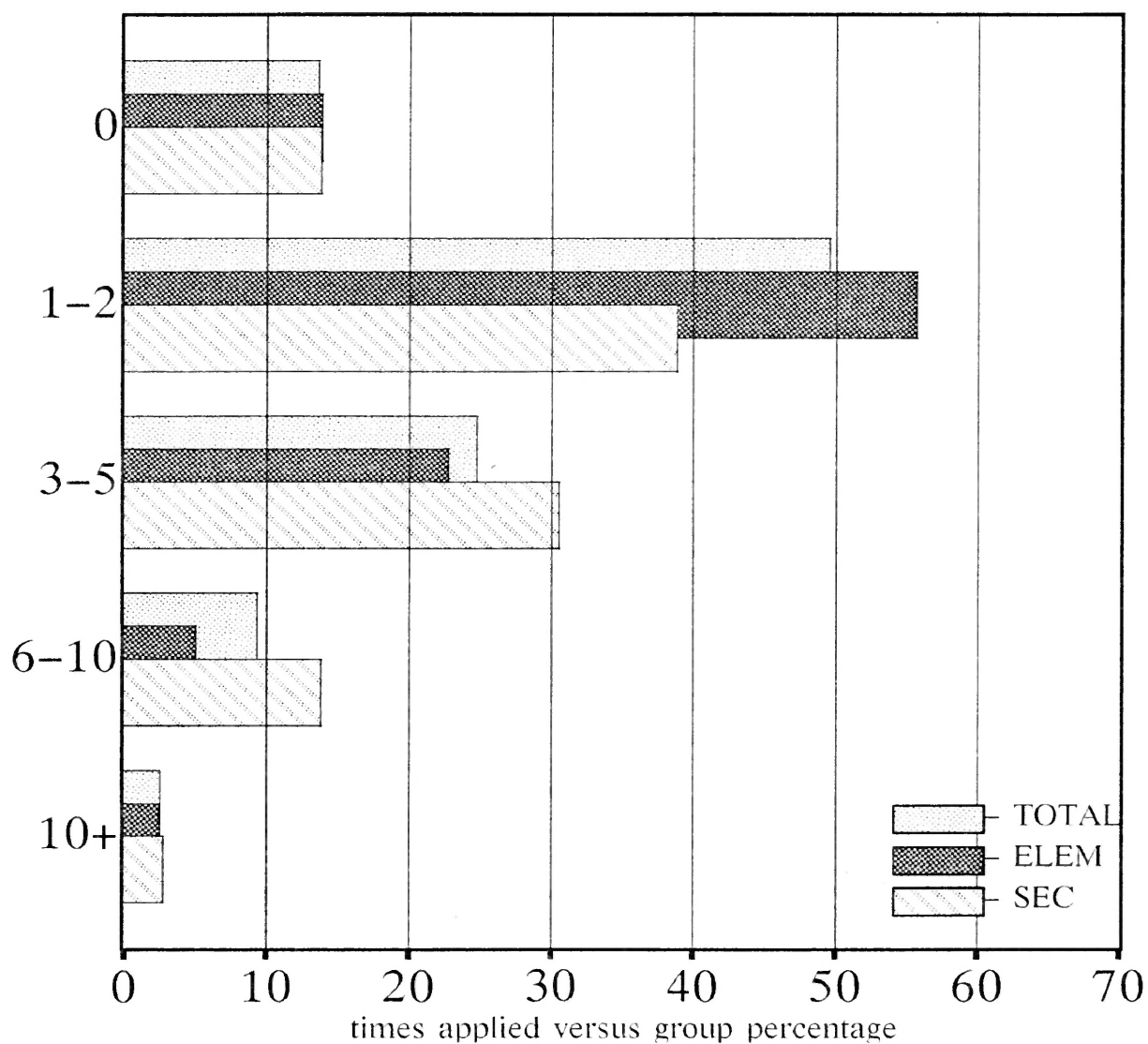


Figure / Table - 17
Question 17 - Years of classroom experience.

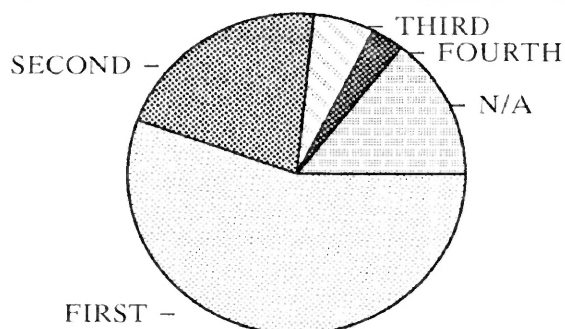


| Response | (total) | (elem) | (sec) | (supt) |
|----------|----------|----------|----------|---------|
| 1-10 | 48 41.03 | 28 35.45 | 19 52.79 | 1 50.00 |
| 11-20 | 46 39.32 | 33 41.77 | 12 33.33 | 1 50.00 |
| 21-30 | 14 11.97 | 12 15.19 | 2 5.55 | 0 0.00 |
| 31-40 | 7 5.98 | 4 5.06 | 3 8.33 | 0 0.00 |
| 41-44 | 2 1.70 | 2 2.53 | 0 0.00 | 0 0.00 |

Figure / Table – 18
Question 18 – How many times have you applied for a position in educational administration?

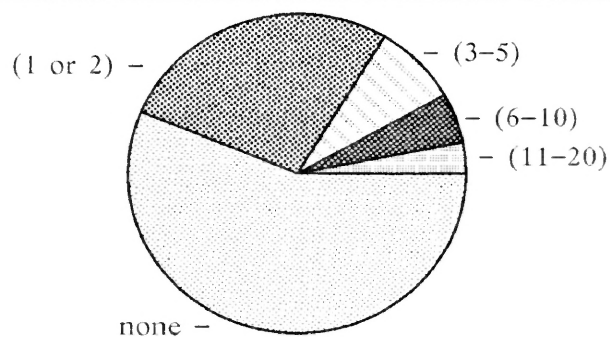


| Response | (total) | (elem) | (sec) | (supt) |
|----------|----------|----------|----------|----------|
| 0 | 16 13.68 | 11 13.92 | 5 13.89 | 0 0.00 |
| 1-2 | 58 49.58 | 44 55.70 | 14 38.89 | 0 0.00 |
| 3-5 | 29 24.78 | 18 22.79 | 11 30.55 | 0 0.00 |
| 6-10 | 11 9.40 | 4 5.06 | 5 13.89 | 2 100.00 |
| 10+ | 3 2.56 | 2 2.53 | 1 2.78 | 0 0.00 |

Figure / Table – 19**Question 19A – How many times were you accepted?**

| NUMBER | | TIMES |
|--------|--------|--------|
| 65 | 55.56 | FIRST |
| 25 | 21.36 | SECOND |
| 7 | 5.98 | THIRD |
| 4 | 3.42 | FOURTH |
| 16 | 13.68 | N/A |
| 117 | 100.00 | TOTAL |

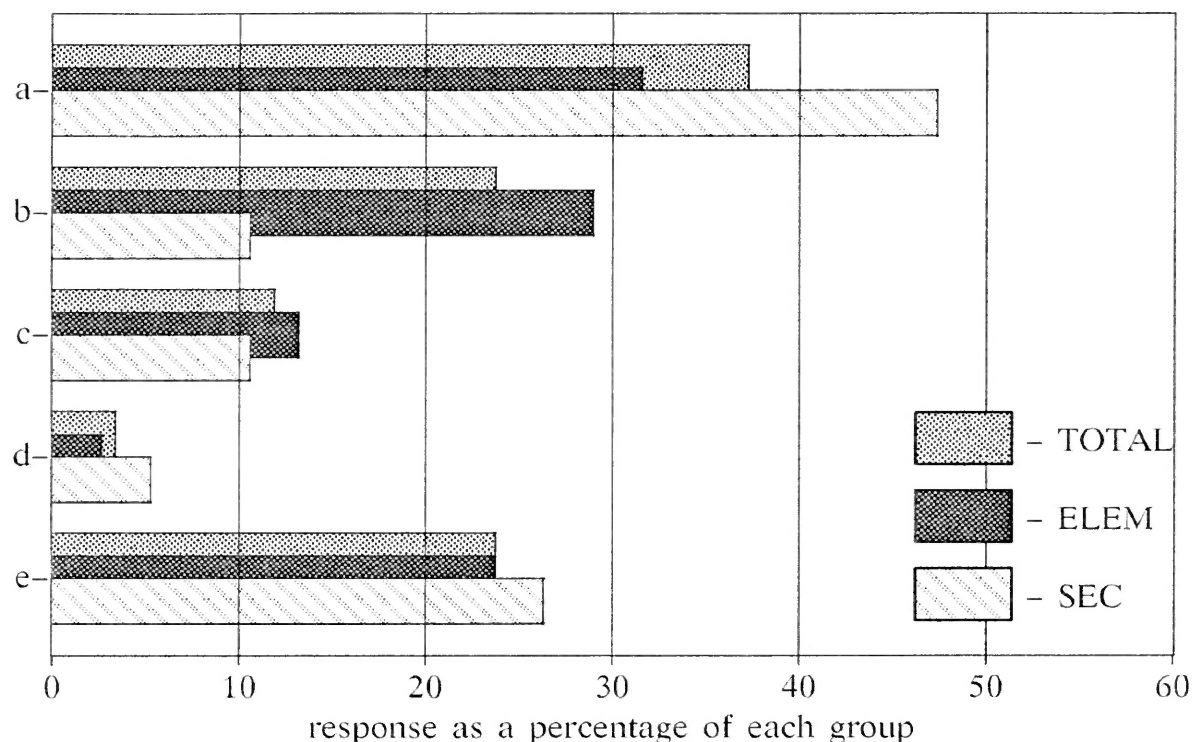
Note. N/A – never applied

Figure / Table – 19 (continued)**Question 19B – How many times were you not accepted?**

| NUMBER | | TIMES |
|--------|--------|--------|
| 66 | 56.41 | none |
| 32 | 27.35 | 1 or 2 |
| 10 | 8.56 | 3 – 5 |
| 6 | 5.12 | 6-10 |
| 3 | 2.56 | 11-20 |
| 117 | 100.00 | TOTAL |

Note. 'none' includes those administrators who were asked to take a position before ever applying and for those who applied multiple times, were accepted on each application.

Figure / Table 19 (continued)
Question 19C – Reasons for not being accepted.



| RESPONSE | (total) | | (elem) | | (sec) | | (supt) | |
|-----------------------|---------|-------|--------|-------|-------|-------|--------|-------|
| a. Lack of Experience | 22 | 37.29 | 12 | 31.58 | 9 | 47.37 | 1 | 50.00 |
| b. Male preferred | 14 | 23.73 | 11 | 28.95 | 2 | 10.53 | 1 | 50.00 |
| c. Did not apply | 7 | 11.86 | 5 | 13.16 | 2 | 10.53 | | |
| d. Too young | 2 | 3.39 | 1 | 2.63 | 1 | 5.26 | | |
| e. Too competitive | 14 | 23.73 | 9 | 23.68 | 5 | 26.32 | | |

Note. Quotes from questionnaire:

- a. Lack of experience – “others were better qualified, felt they couldn’t discipline, weren’t endorsed”
- b. Male preferred – “wanted a coach, wanted a black male, just being a woman, females not as competent”
- c. Did not apply – “I was asked”
- d. Not over 40 / too young –
- e. Too competitive – “others waited their turn, political, good ol’e boys, minds were already made up, hired from within”

Figure / Table – 20
Question 20 – Age first appointed to administrative position.

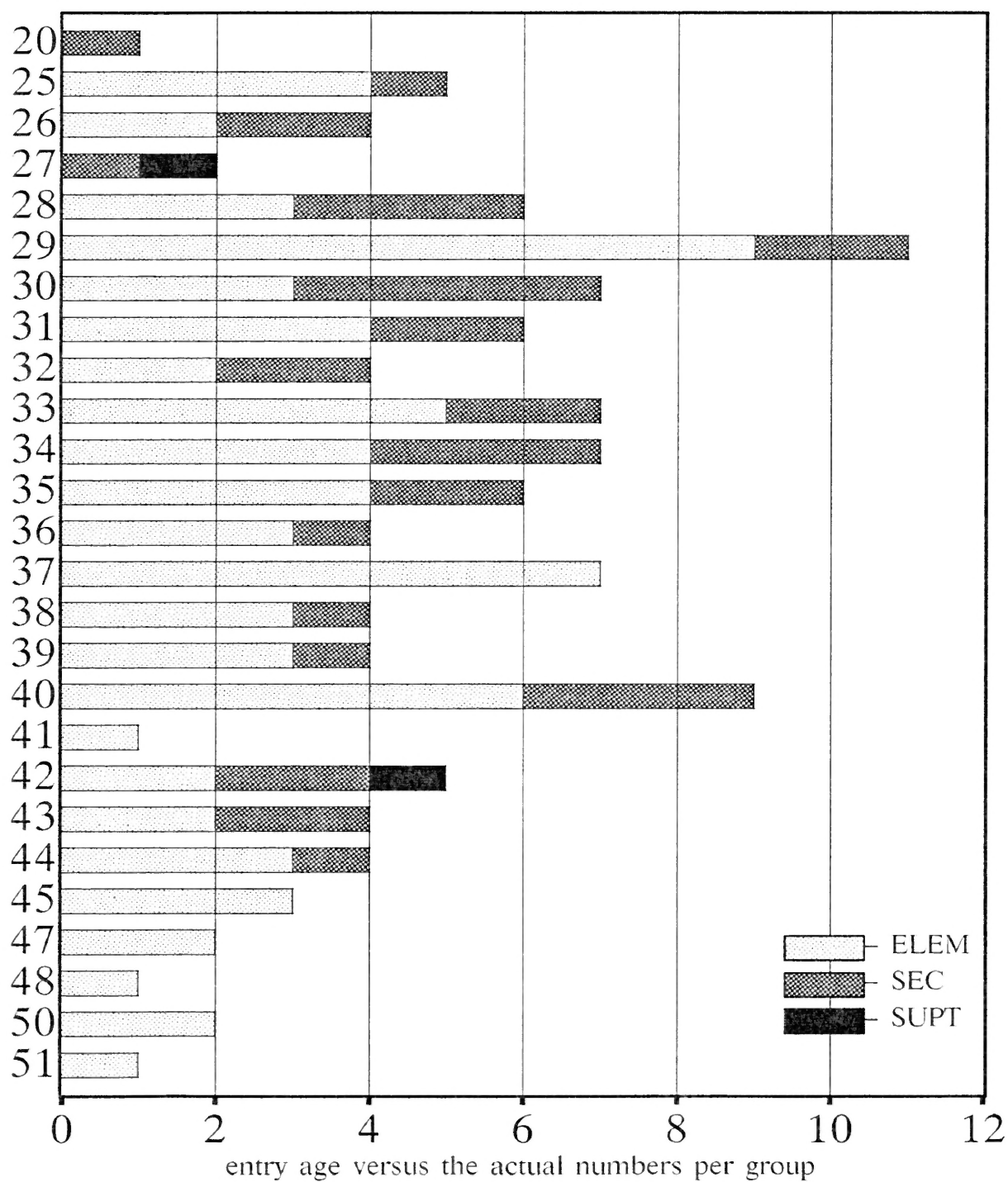
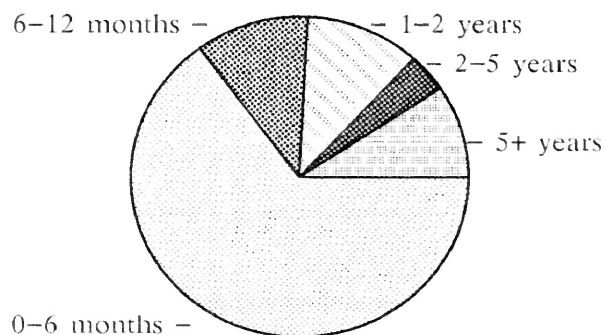


Figure / Table – 21

Question 21 – Time of certificate to getting position.

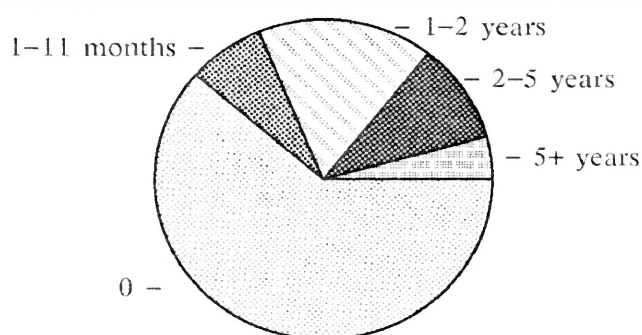


| NUMBER | | TIMES |
|--------|--------|-------------|
| 76 | 64.97 | 0-6 months |
| 13 | 11.11 | 6-12 months |
| 13 | 11.11 | 1-2 years |
| 5 | 4.27 | 2-5 years |
| 10 | 8.54 | 5+ years |
| 117 | 100.00 | TOTAL |

Note. Majority were placed in position prior
 ----- to receiving endorsement or degree.

Figure / Table – 22

Question 22 – Time between 1st position and getting degree.

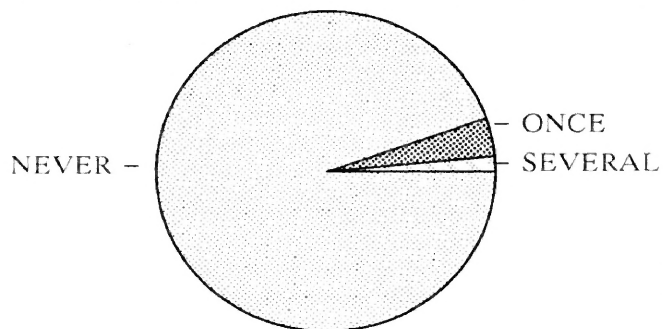


| NUMBER | | TIMES |
|--------|--------|-------------|
| 72 | 61.54 | 0 |
| 9 | 7.70 | 1-11 months |
| 20 | 17.08 | 1-2 years |
| 12 | 10.26 | 2-5 years |
| 4 | 3.42 | 5+ years |
| 117 | 100.00 | TOTAL |

Note. Majority were placed in position prior
 ----- to receiving endorsement or degree.

Figure / Table - 23

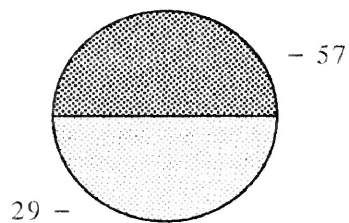
Question 23A - Times applied for a superintendent position



| NUMBER | | TIMES |
|--------|-------|---------|
| 111 | 94.87 | NEVER |
| 5 | 4.27 | ONCE |
| 1 | 0.85 | SEVERAL |
| 117 | 100.0 | TOTAL |

Figure / Table 24

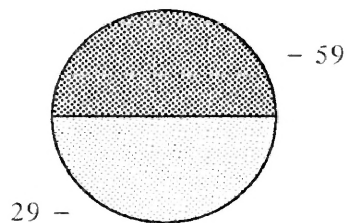
Question 24 - Age first applied for superintendency



| NUMBER | | AGE |
|--------|-------|-------|
| 1 | 50.00 | 29 |
| 1 | 50.00 | 57 |
| 2 | 100.0 | TOTAL |

Figure / Table 25

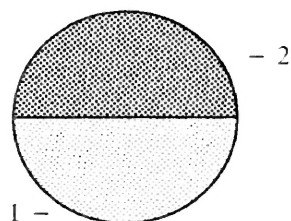
Question 25 - Age first appointed to superintendency



| NUMBER | | AGE |
|--------|-------|-------|
| 1 | 50.00 | 29 |
| 1 | 50.00 | 59 |
| 2 | 100.0 | TOTAL |

Figure / Table 26

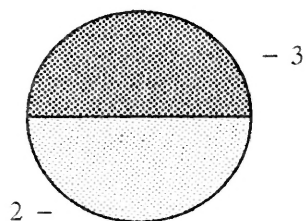
Question 26 – How many years have you held present position



| NUMBER | YEARS |
|---------|-------|
| 1 50.00 | 1 |
| 1 50.00 | 2 |
| 2 100.0 | TOTAL |

Figure / Table 27

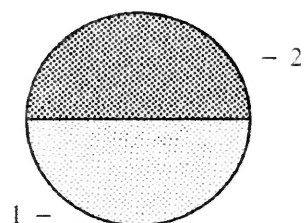
Question 27 – Total years experience in superintendency



| NUMBER | YEARS |
|---------|-------|
| 1 50.00 | 2 |
| 1 50.00 | 3 |
| 2 100.0 | TOTAL |

Figure / Table 28

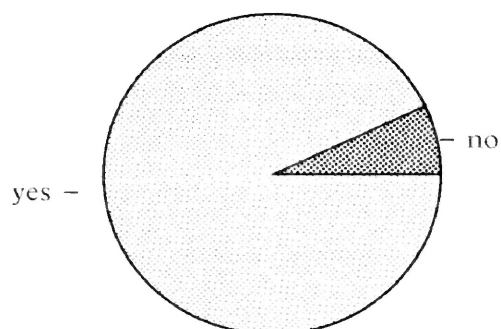
Question 28 – Number of different school districts served as superintendent



| NUMBER | NUMBER |
|---------|--------|
| 1 50.00 | 1 |
| 1 50.00 | 2 |
| 2 100.0 | TOTAL |

Figure / Table – 29

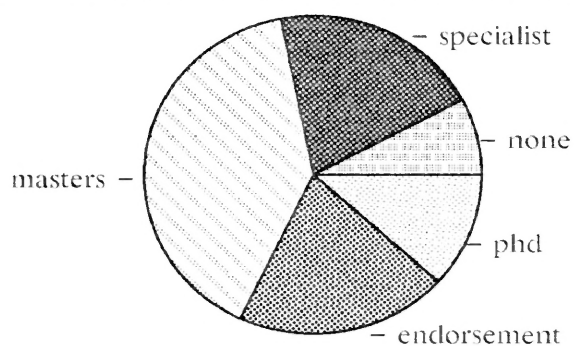
Question 29 – Completed a program in educational administration



| NUMBER | | YES / NO |
|--------|-------|----------|
| 109 | 93.16 | yes |
| 8 | 6.84 | no |
| 117 | 100.0 | TOTAL |

Figure / Table – 29 (continued)

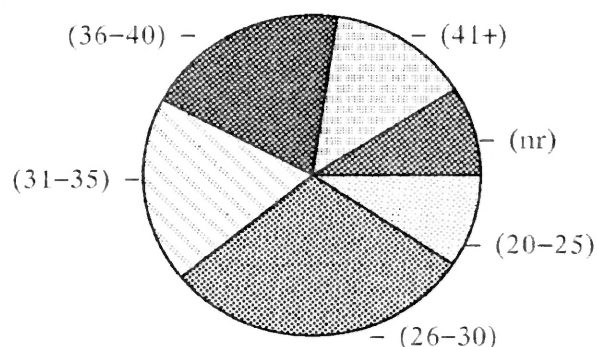
Question 29A – Type of program completed



| NUMBER | | DEGREE |
|--------|-------|------------|
| 14 | 11.97 | PHD |
| 24 | 20.51 | END |
| 47 | 40.17 | MASTERS |
| 24 | 20.51 | SPECIALIST |
| 8 | 6.84 | NONE |
| 117 | 100.0 | TOTAL |

Figure / Table – 29 (continued)

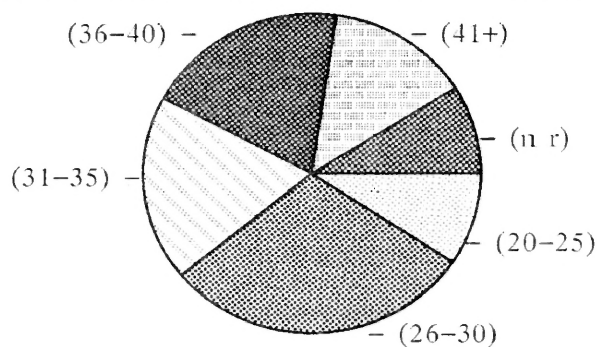
Question 29B – Age started graduate study



| NUMBER | | AGE |
|--------|-------|-------------|
| 11 | 9.40 | 20-25 |
| 35 | 29.92 | 26-30 |
| 22 | 18.80 | 31-35 |
| 23 | 19.66 | 36-40 |
| 16 | 13.67 | 41+ |
| 10 | 8.55 | no response |
| 117 | 100.0 | TOTAL |

Figure / Table – 29 (continued)

Question 29C – Age completed graduate study



| NUMBER | | AGE |
|--------|-------|-------------|
| 5 | 4.27 | 20-25 |
| 17 | 14.53 | 26-30 |
| 29 | 24.79 | 31-35 |
| 25 | 21.37 | 36-40 |
| 28 | 23.93 | 41+ |
| 13 | 11.11 | no response |
| 117 | 100.0 | TOTAL |

Figure / Table 30

Question 30 – Total number of college degrees received

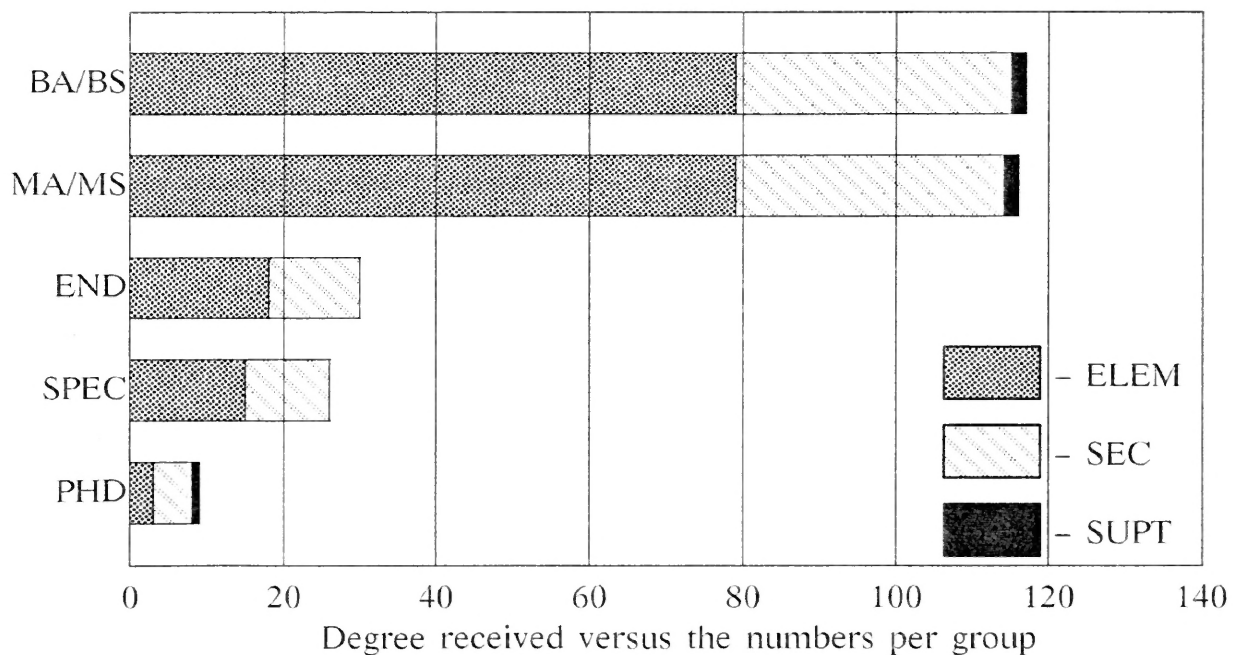
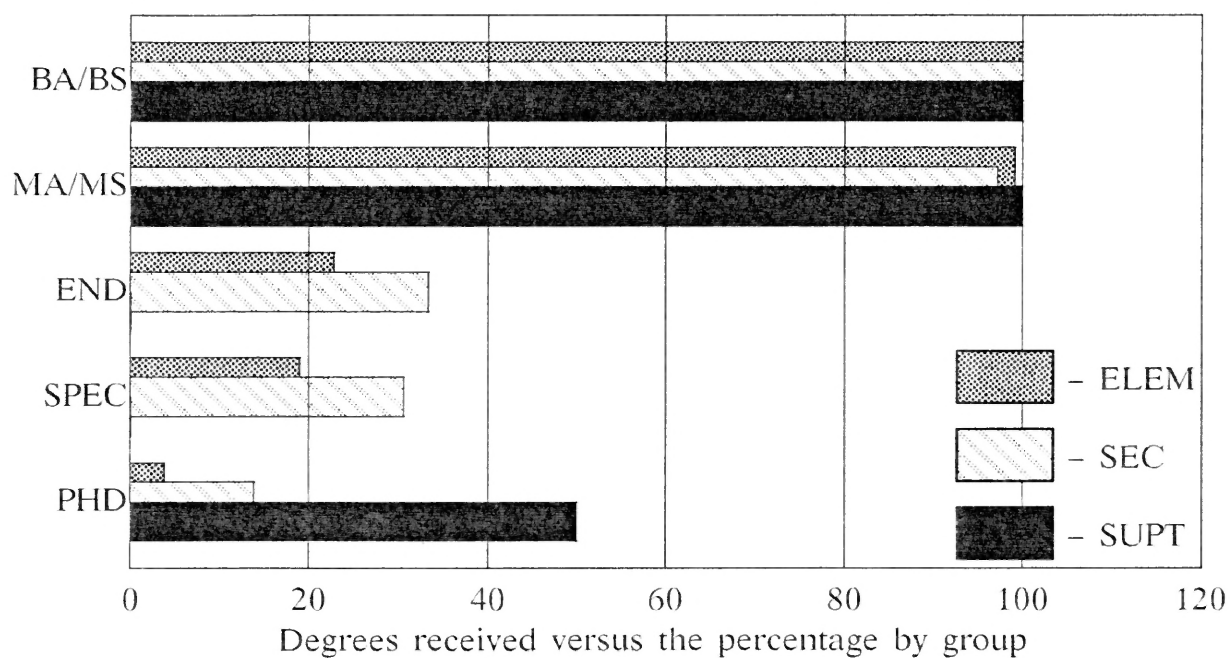


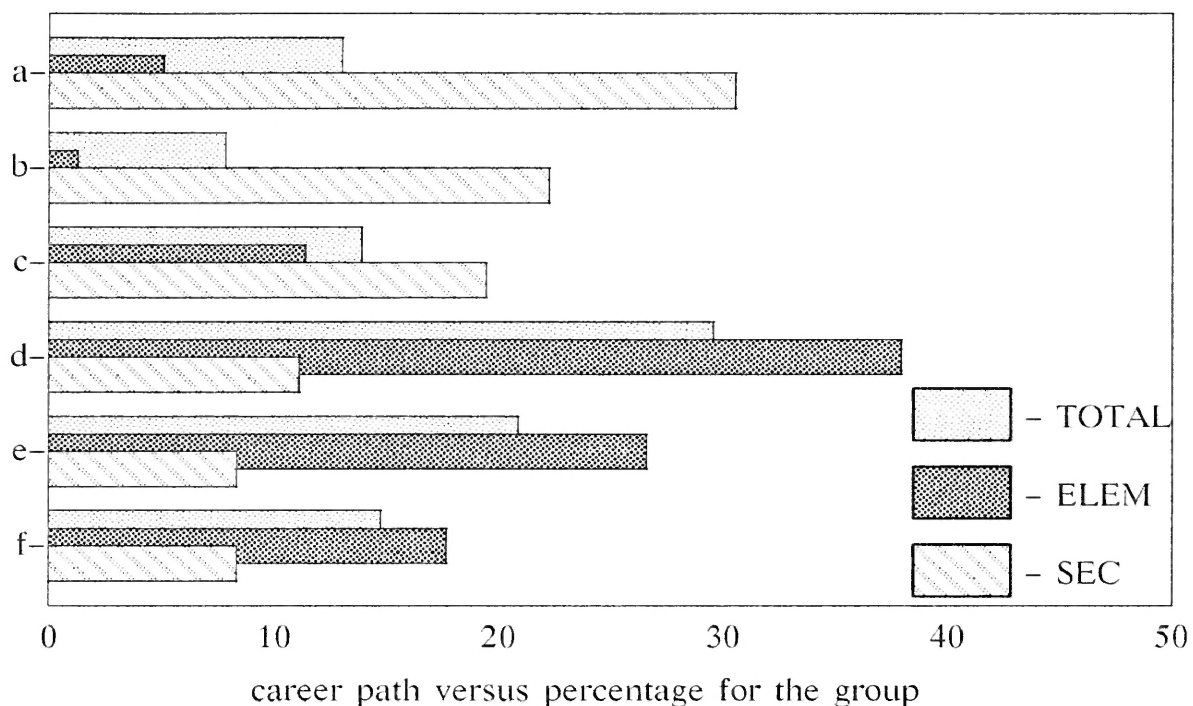
Figure / Table 30 (continued)
Question 30 – Percent college degrees received by level



| Degree | (total) | (elem) | (sec) | (supt) |
|--------|-----------|----------|----------|---------|
| BA/BS | 117 100.0 | 79 100.0 | 36 100.0 | 2 100.0 |
| MA/MS | 116 99.14 | 79 100.0 | 35 97.22 | 2 100.0 |
| END | 30 25.64 | 18 22.78 | 12 33.33 | 0 00.0 |
| SPEC | 26 22.22 | 15 18.99 | 11 30.56 | 0 00.0 |
| PHD | 9 7.70 | 3 3.80 | 5 13.89 | 1 50.0 |

Note. Data was inconclusive concerning major and minor fields.

Figure / Table 31
Question 31 – Career line.



| CAREER LINE | (total) | (elem) | (sec) | (supt) |
|--|----------|----------|----------|---------|
| a. Teacher -> Asst Prin | 15 13.04 | 4 5.06 | 11 30.56 | 0 0.00 |
| b. Teacher->Super/other->Asst Prin | 9 7.83 | 1 1.27 | 8 22.22 | 0 0.00 |
| c. Teacher->Coordinator->Asst Prin->Prin | 16 13.91 | 9 11.39 | 7 19.45 | 0 0.00 |
| d. Teacher->Super/Asst Prin->Principal | 34 29.57 | 30 37.98 | 4 11.11 | 1 50.00 |
| e. Teacher->Principal | 24 20.87 | 21 26.58 | 3 8.33 | 1 50.00 |
| f. No response | 17 14.78 | 14 17.72 | 3 8.33 | 0 0.00 |

Note. Terminology:

Asst Prin – Assistant principal.

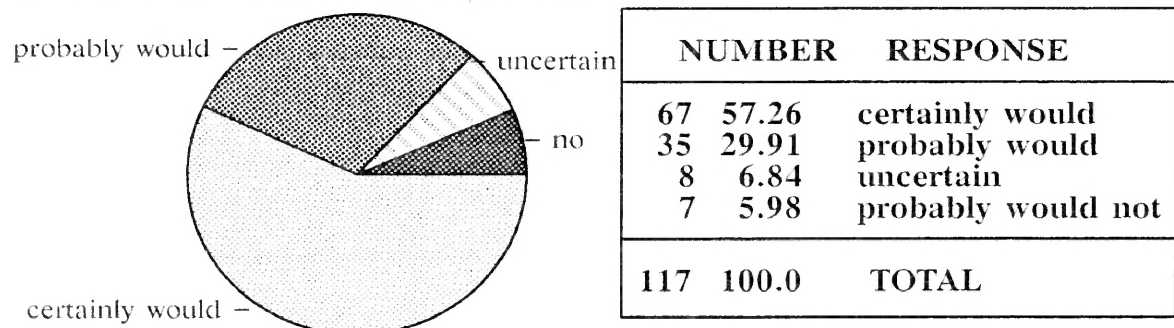
Other – Coordinator, personnel assistant, counselor.

Prin – Principal.

Super (supervisor) – Team leader, instructional facilitator, coordinator, director, consultant, counselor, personnel assistant, administrative intern, assistant principal.

Figure / Table – 32

Question 32 – Would you chose educational administration again?



RECRUITMENT AND SELECTION

Figure / Table 33

Question 33 – Reasons why you were selected over other candidates.

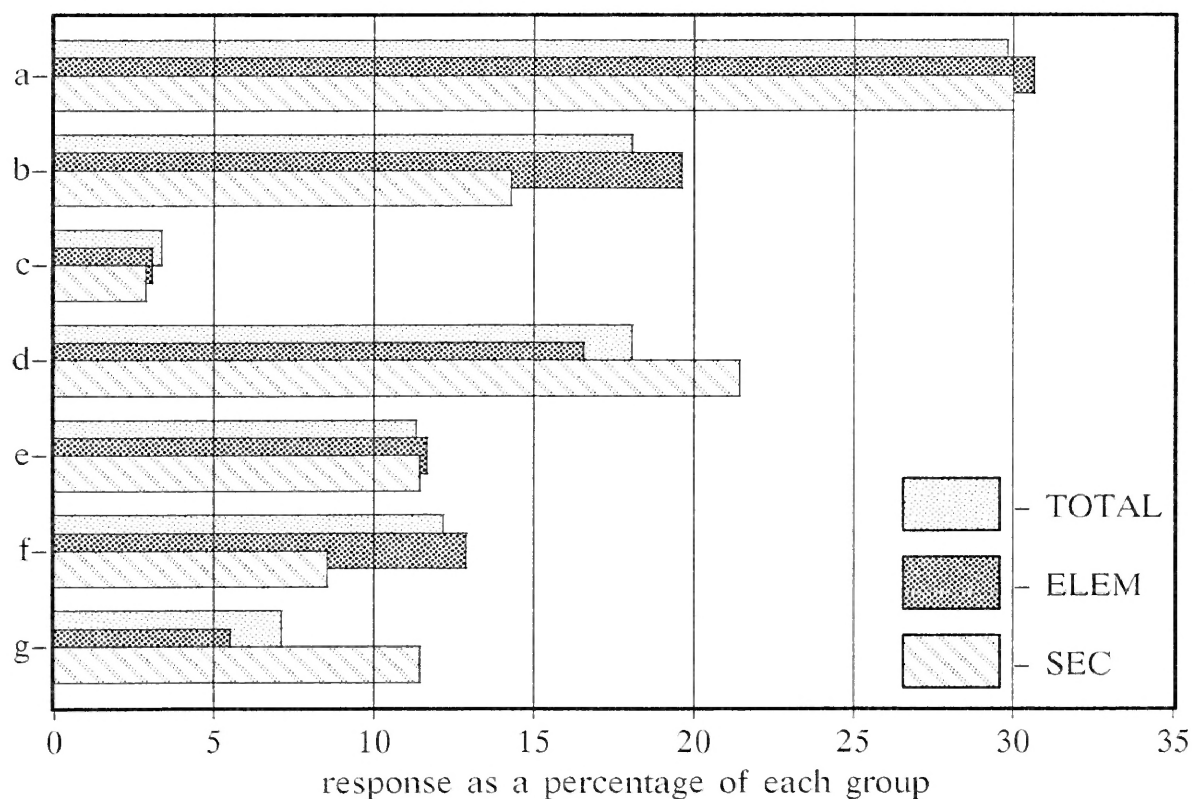


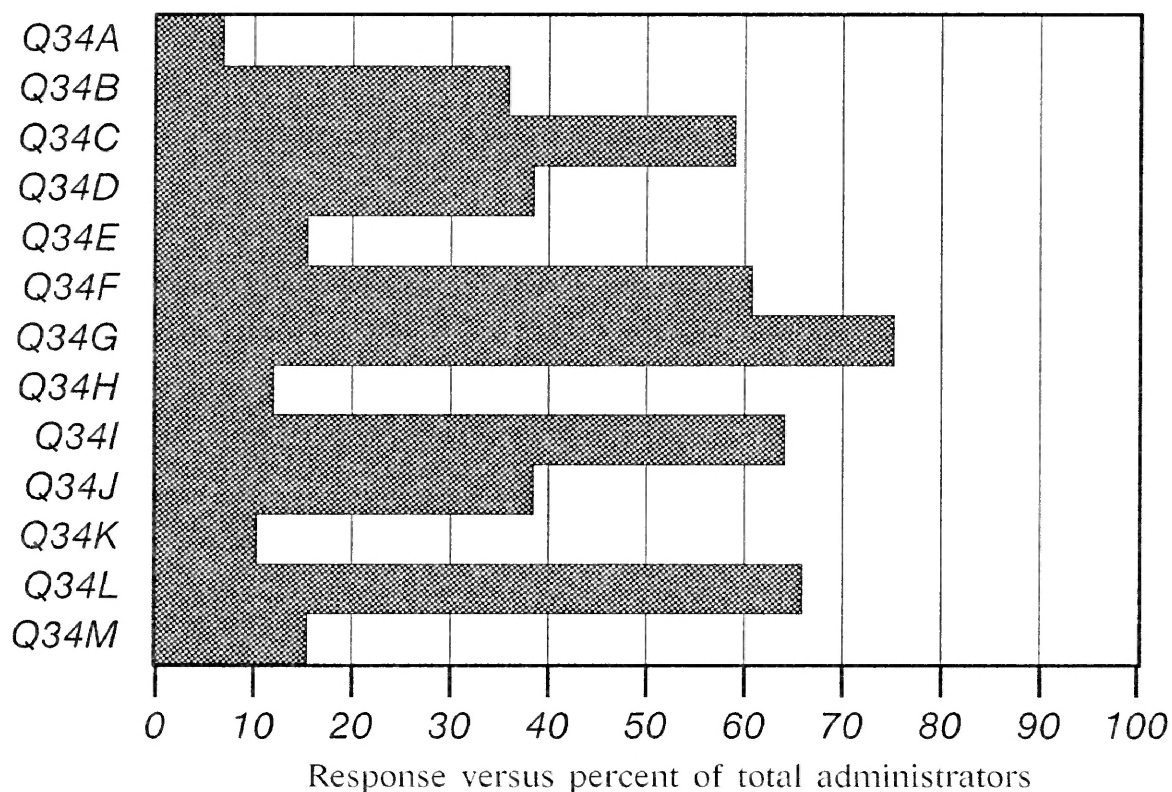
Figure / Table 33 (continued)

| RESPONSE | (total) | | (elem) | | (sec) | | (supt) | |
|---------------------------|---------|-------|--------|-------|-------|-------|--------|-------|
| a. Exper / qualifications | 71 | 29.83 | 50 | 30.67 | 21 | 30.00 | 0 | 0.00 |
| b. Human relations skills | 43 | 18.07 | 32 | 19.63 | 10 | 14.29 | 1 | 20.00 |
| c. Dedication | 8 | 3.36 | 5 | 3.07 | 2 | 2.86 | 1 | 20.00 |
| d. Work ethic | 43 | 18.07 | 27 | 16.56 | 15 | 21.43 | 1 | 20.00 |
| e. Credentials | 27 | 11.34 | 19 | 11.66 | 8 | 11.43 | 0 | 0.00 |
| f. Leadership skills | 29 | 12.18 | 21 | 12.88 | 6 | 8.57 | 2 | 40.00 |
| g. Other | 17 | 7.14 | 9 | 5.52 | 8 | 11.40 | 0 | 0.00 |

Note. Quotes from questionnaire:

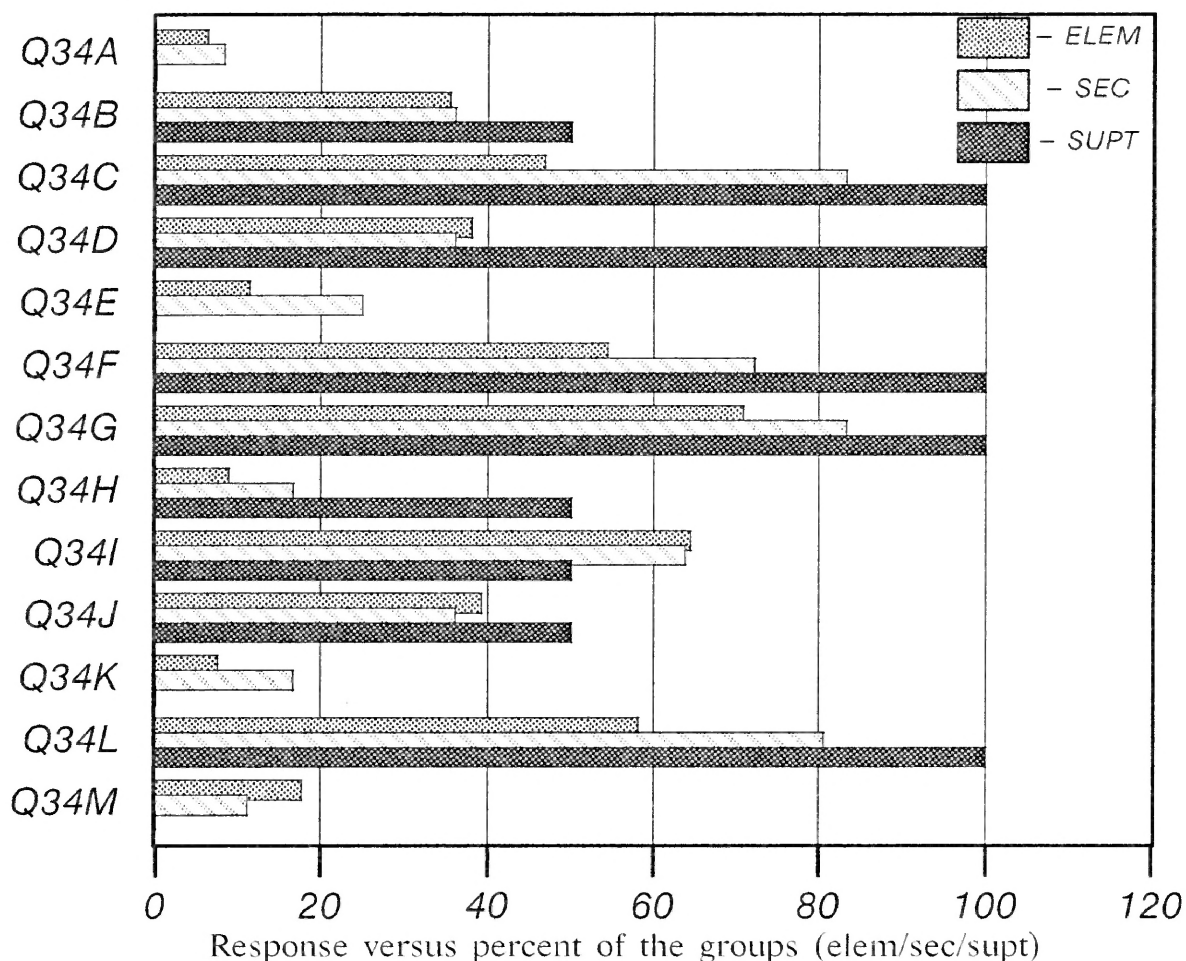
- a. Experience / qualifications – “well prepared, instructional competence, wide and varied background, knowledgable on educational issues especially curriculum and administration”
- b. Human relations skills – “relate to people well, parents, students, colleagues, administrators, central office staff, personality, humor, dynamic, enthusiasm, interview well, positive attitude, understand the community”
- c. Dedicated to welfare of children and to education
- d. Work hard and visibility – “adaptable, capable, work under pressure, manages, proven myself, worked my way up, successful teacher, reputation, recommendations, references, community involvement, committee work”
- e. Knowledgable and credentials – “knowledgable in instructional materials, ideas, trends, wide background, versatile background, intelligent”
- f. Leadership skills – “confident, strength of character, established leader, reputation, effective, assertiveness, poise, caring, empathetic, communicator, problem solver, tactful, effective, disciplinarian, organized, efficient and articulate”
- g. Other – “pressure to add females, availability, low salary, lack of competition, political pull”

Figure / Table 34
Question 34 – Why did you become interested in educational administration?



| Question | (total) | (elem) | (sec) | (supt) |
|----------|----------|----------|----------|---------|
| Q34A | 8 6.84 | 5 6.33 | 3 8.33 | 0 00.0 |
| Q34B | 42 35.90 | 28 35.44 | 13 36.11 | 1 50.0 |
| Q34C | 69 58.97 | 37 46.84 | 30 83.33 | 2 100.0 |
| Q34D | 45 38.46 | 30 37.97 | 13 36.11 | 2 100.0 |
| Q34E | 18 15.38 | 9 11.39 | 9 25.00 | 0 00.0 |
| Q34F | 71 60.68 | 43 54.43 | 26 72.22 | 2 100.0 |
| Q34G | 88 75.21 | 56 70.89 | 30 83.33 | 2 100.0 |
| Q34H | 14 11.97 | 7 8.86 | 6 16.67 | 1 50.0 |
| Q34I | 75 64.10 | 51 64.56 | 23 63.89 | 1 50.0 |
| Q34J | 45 38.46 | 31 39.24 | 13 36.11 | 1 50.0 |
| Q34K | 12 10.26 | 6 7.59 | 6 16.67 | 0 00.0 |
| Q34L | 77 65.81 | 46 58.23 | 29 80.56 | 2 100.0 |
| Q34M | 18 15.38 | 14 17.72 | 4 11.11 | 0 00.0 |

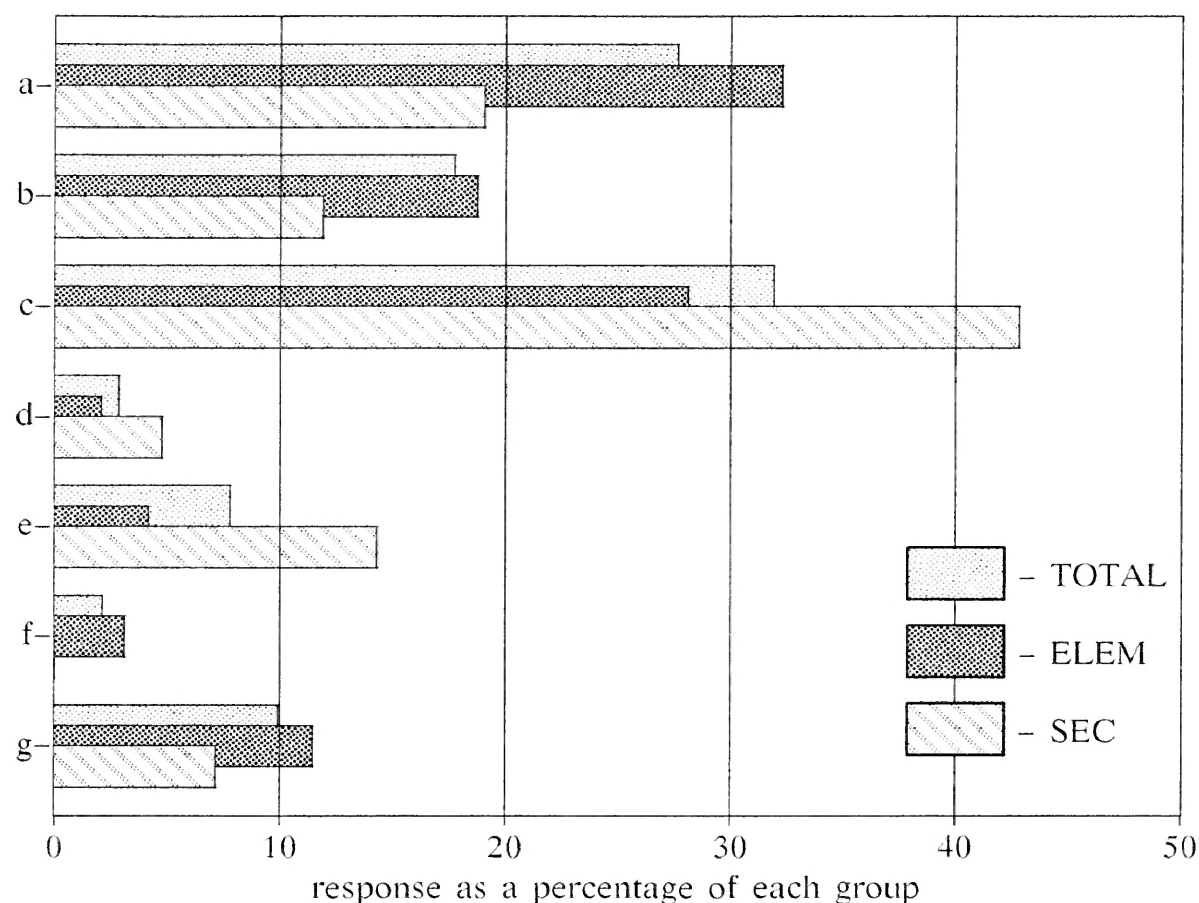
Figure / Table 34 (continued)
Question 34 – Why did you become interested in educational administration?



Note. Question descriptors:

- Q34A – There was a shortage of administrative personnel in my region.
- Q34B – Administration offered a better opportunity for service.
- Q34C – Greater impact on policy and program.
- Q34D – Increased salaries.
- Q34E – Greater chances for mobility.
- Q34F – The work was more challenging.
- Q34G – Sense of achievement.
- Q34H – Received encouragement from boards of education.
- Q34I – Received encouragement from other administrators.
- Q34J – Received encouragement from other teachers.
- Q34K – Enjoyment of the power.
- Q34L – I enjoy being a leader.
- Q34M – Position of prestige.

Figure / Table 35
Question 35A – Greatest characteristics



| RESPONSE | (total) | | (elem) | | (sec) | | (supt) | |
|---------------------|---------|-------|--------|-------|-------|-------|--------|-------|
| a. Relations skills | 39 | 27.66 | 31 | 32.29 | 8 | 19.05 | 0 | 0.00 |
| b. Qual / knowledge | 25 | 17.73 | 18 | 18.75 | 5 | 11.90 | 2 | 66.67 |
| c. Self confidence | 45 | 31.91 | 27 | 28.13 | 18 | 42.86 | 0 | 0.00 |
| d. Persistence | 4 | 2.84 | 2 | 2.08 | 2 | 4.76 | 0 | 0.00 |
| e. Work ethic | 11 | 7.80 | 4 | 4.17 | 6 | 14.29 | 1 | 33.33 |
| f. Commitment | 3 | 2.13 | 3 | 3.13 | 0 | 0.00 | 0 | 0.00 |
| g. Organizer | 14 | 9.93 | 11 | 11.46 | 3 | 7.14 | 0 | 0.00 |

Note. Quotes from questionnaire:

- a. Human relations skills – “communicator, political know how, overall aura of fairness, understanding, humanistic, friendly, sensitive, positive attitude, ability to work with everyone, tactful”

Figure / Table 35A (continued)

- b. Qualifications, knowledgeable and competent – “responsible professional, articulate, academic and educational knowledge, intelligent, effective manager, successful educational background”
- c. Self confidence with leadership skills – “poise, control, energetic, decision maker, listener, risk taker, flexible, empathetic, assertive, outgoing”
- d. Persistence with visibility
- e. Work long hours and cope in a male world
- f. Commitment to district with a global view
- g. Organizer

Figure / Table 35 (continued)
Question 35B – Least favorable characteristics

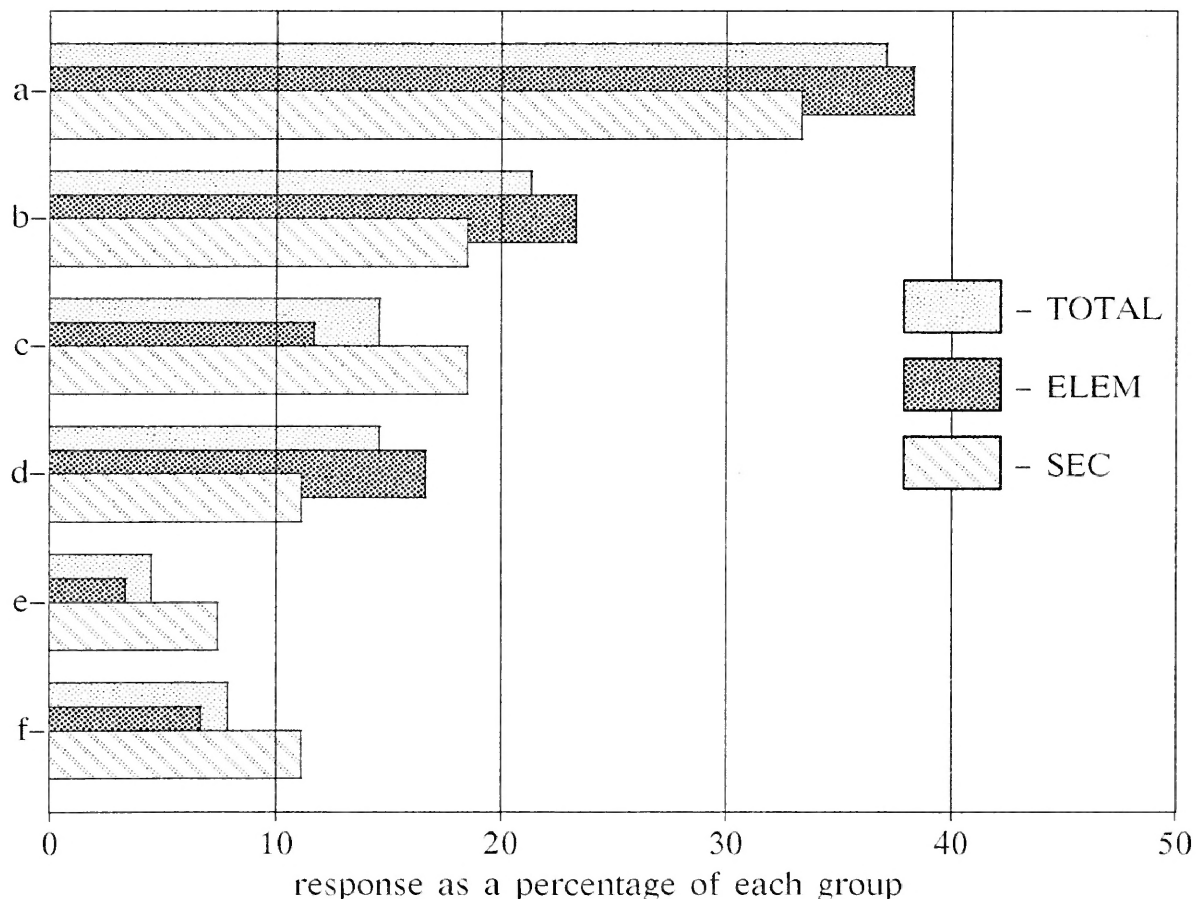


Figure / Table 35B (continued)

| RESPONSE | (total) | | (elem) | | (sec) | | (supt) | |
|-------------------------|---------|-------|--------|-------|-------|-------|--------|-------|
| a. Aggressiveness | 33 | 37.08 | 23 | 38.33 | 9 | 33.33 | 1 | 50.00 |
| b. Non-assertive | 19 | 21.35 | 14 | 23.33 | 5 | 18.52 | 0 | 0.00 |
| c. Low self-esteem | 13 | 14.61 | 7 | 11.67 | 5 | 18.52 | 1 | 50.00 |
| d. Lack Relation skills | 13 | 14.61 | 10 | 16.67 | 3 | 11.11 | 0 | 0.00 |
| e. Female, age, etc. | 4 | 4.49 | 2 | 3.33 | 2 | 7.41 | 0 | 0.00 |
| f. Feminist attitude | 7 | 7.87 | 4 | 6.67 | 3 | 11.11 | 0 | 0.00 |

Note. Quotes from questionnaire:

- a. Aggressiveness – “sarcastic, over confident, power oriented, bitter, negative attitude, bossiness”
- b. Non-assertive – “shy, timid, soft spoken, disorganized, not willing to put time in, poor judgement, incompetent, non-committal, passive, non-risk taker”
- c. Low self-esteem and emotional instability – “inferiority”
- d. Lack of human relations skills – “people pleaser, gossip, petty, rigid, favor men, arrogance”
- e. Female, age and attractiveness – “light hearted attitude, just being a female, too young”
- f. Feminist attitude

Figure / Table 36
Question 36P1 to P9 – How important are the following qualifications for entering educational administration as a principal?

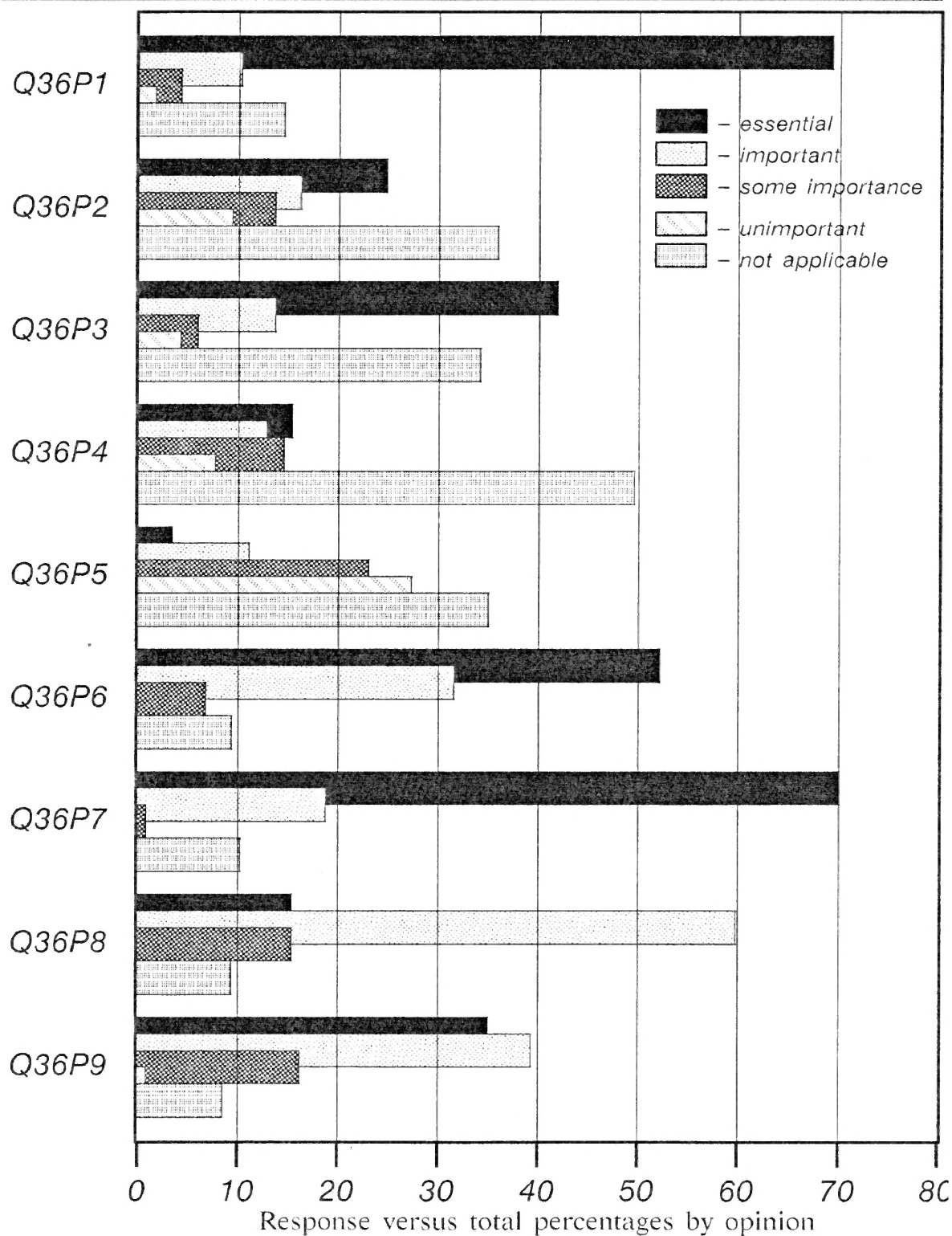


Figure / Table 36 (continued)
Question 36P1 – Elementary school teaching experience

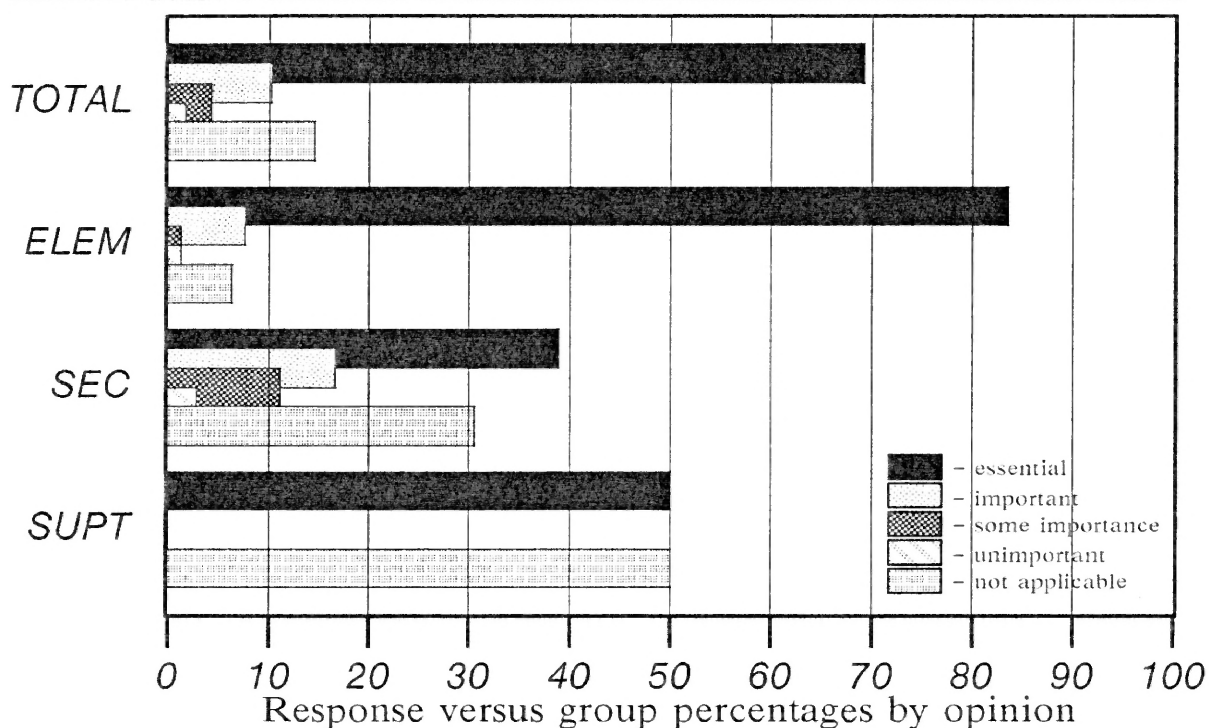


Figure / Table 36 (continued)
Question 36P2 – Elementary school administrator experience

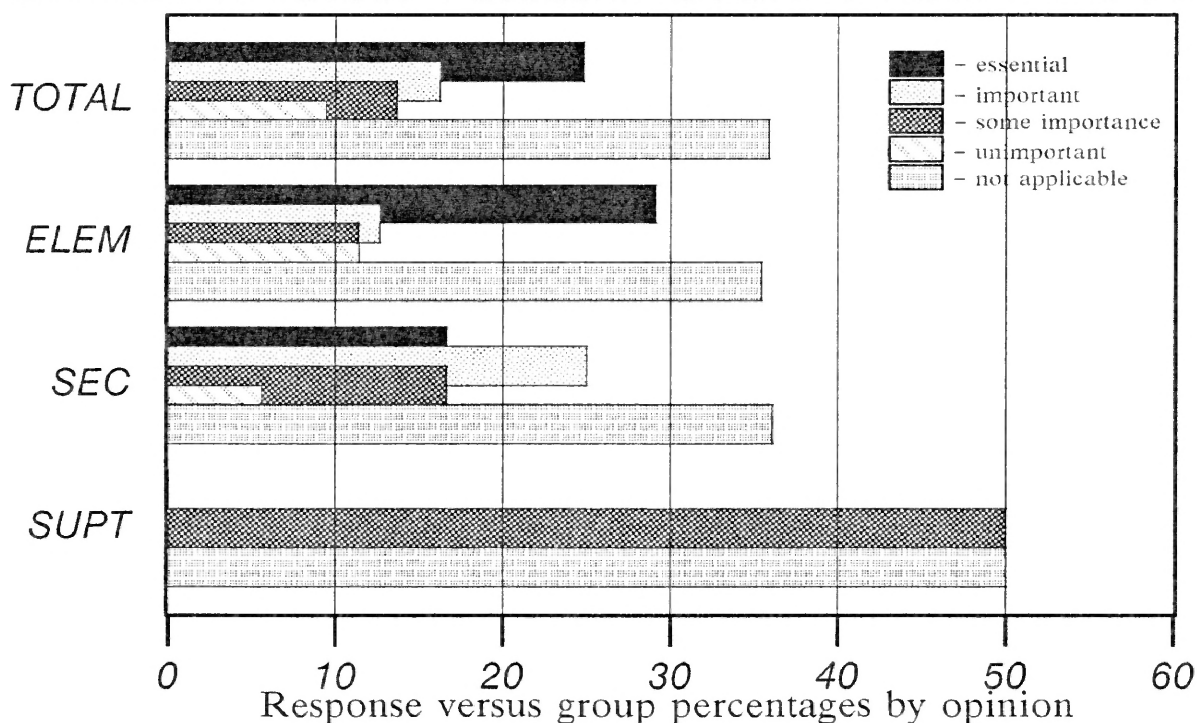


Figure / Table 36 (continued)
Question 36P3 – Secondary school teaching experience

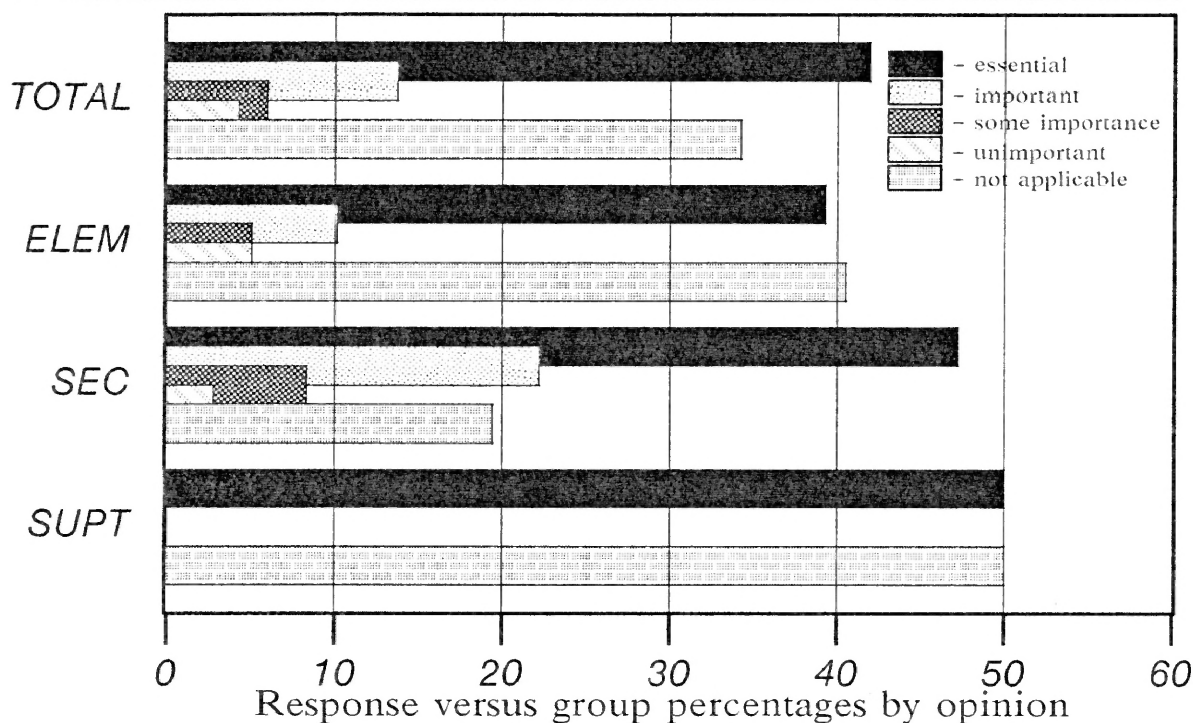


Figure / Table 36 (continued)
Question 36P4 – Secondary school administrator experience

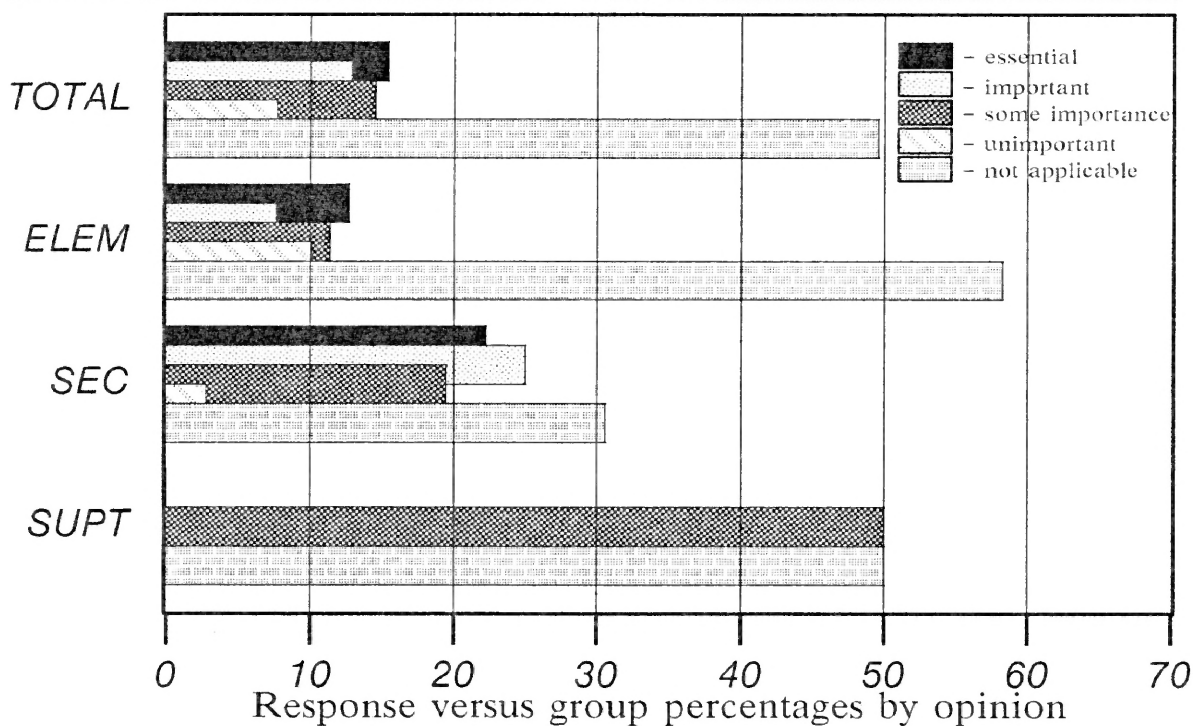


Figure / Table 36 (continued)
Question 36P5 – Administrative experience in central office

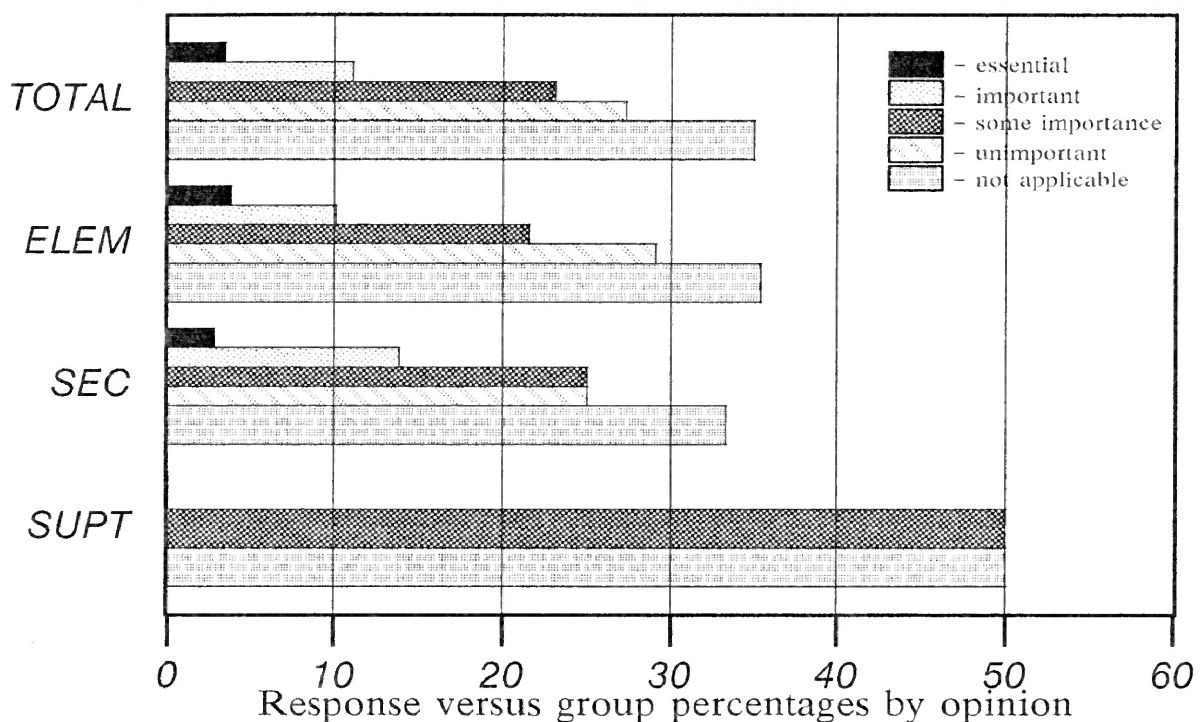


Figure / Table 36 (continued)
Question 36P6 – Unusual ability to live with high pressure job

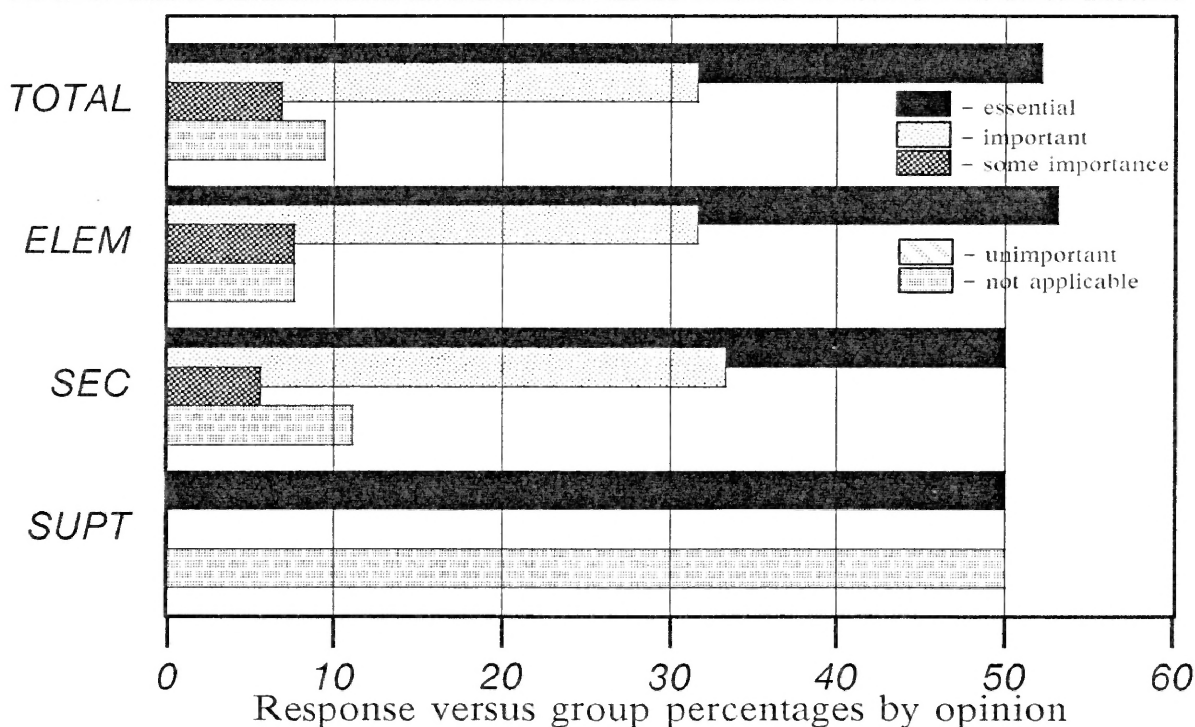


Figure / Table 36 (continued)
Question 36P7 – An unusual understanding of people

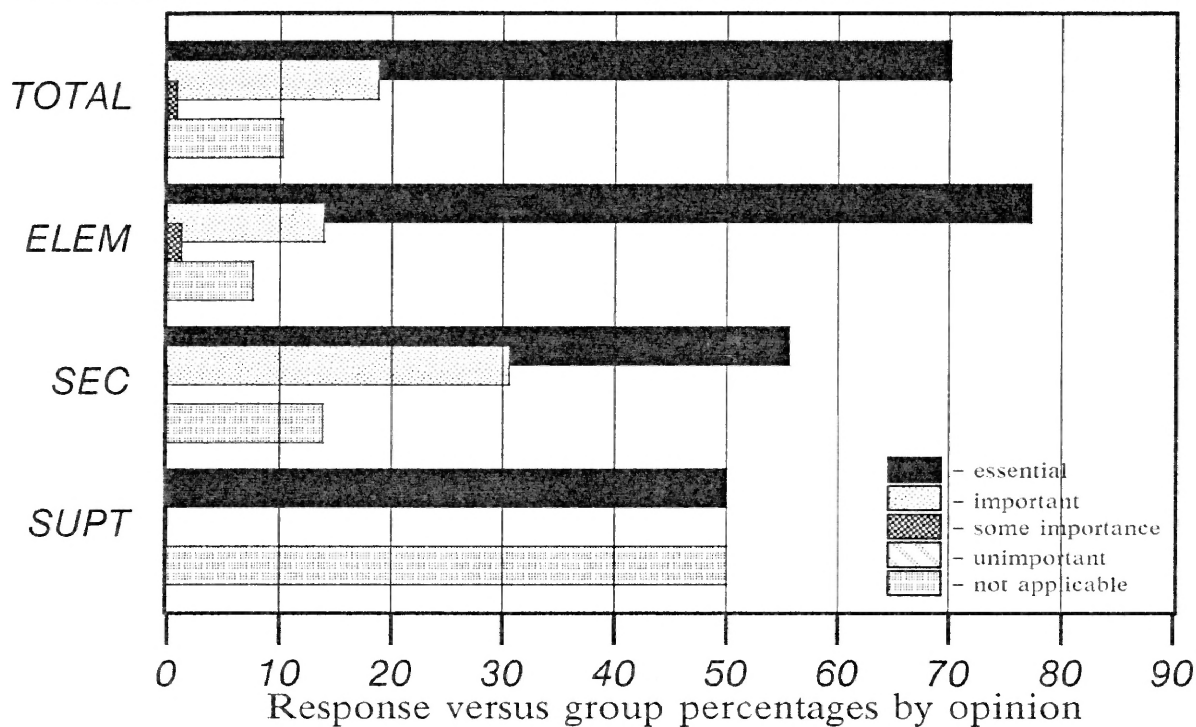


Figure / Table 36 (continued)
Question 36P8 – High intelligence

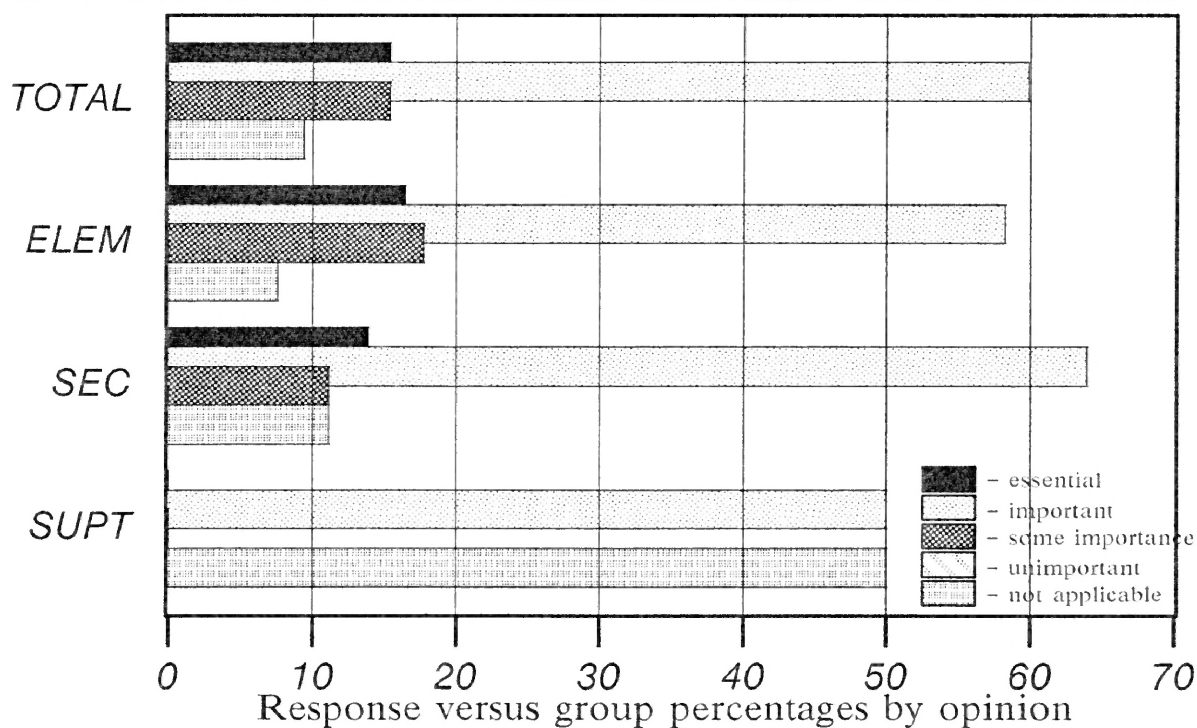
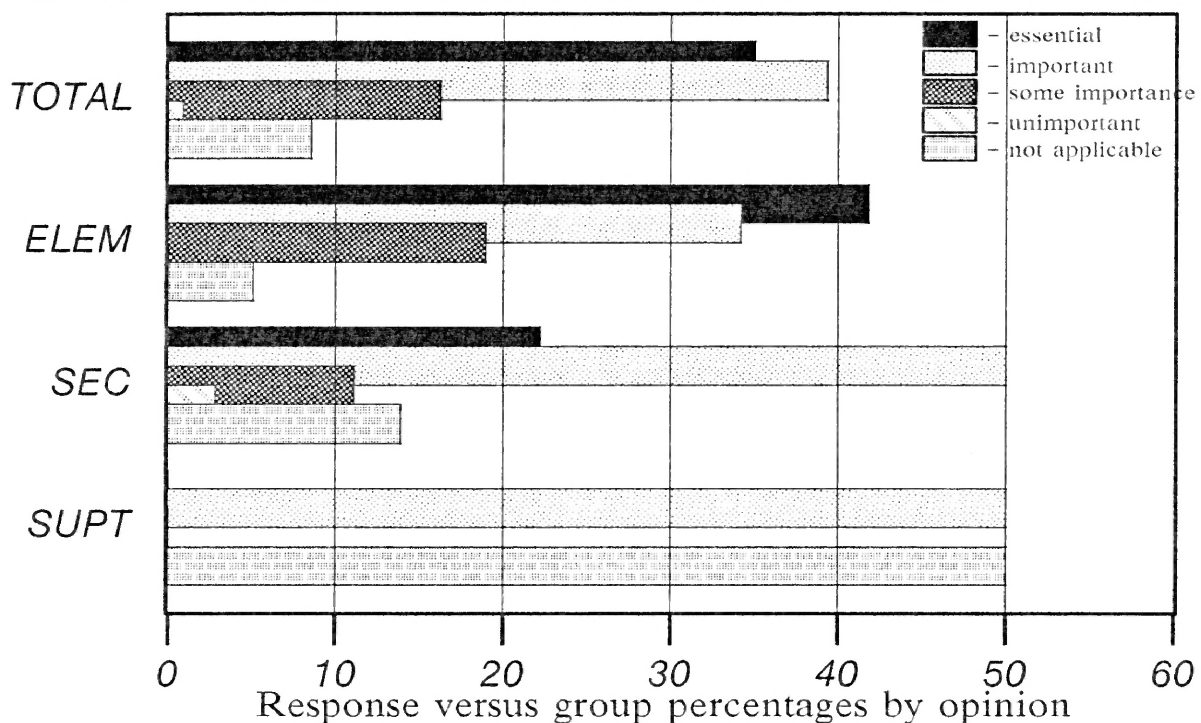


Figure / Table 36 (continued)
Question 36P9 – Ability to handle the many technical aspects of the job



| Question / Response | | (total) | (elem) | (sec) | (supt) |
|---------------------|-----------------|----------|----------|----------|---------|
| Q36P1 | essential | 81 69.23 | 66 83.54 | 14 38.89 | 1 50.00 |
| | important | 12 10.26 | 6 7.59 | 6 16.67 | 0 0.00 |
| | some importance | 5 4.27 | 1 1.27 | 4 11.11 | 0 0.00 |
| | unimportant | 2 1.71 | 1 1.27 | 1 2.78 | 0 0.00 |
| | not applicable | 17 14.58 | 5 6.33 | 11 30.56 | 1 50.00 |
| Q36P2 | essential | 29 24.79 | 23 29.11 | 6 16.67 | 0 0.00 |
| | important | 19 16.24 | 10 12.66 | 9 25.00 | 0 0.00 |
| | some importance | 16 13.68 | 9 11.36 | 6 16.67 | 1 50.00 |
| | unimportant | 11 9.40 | 9 11.39 | 2 5.56 | 0 0.00 |
| | not applicable | 42 35.90 | 28 35.44 | 13 36.11 | 1 50.00 |
| Q36P3 | essential | 49 41.88 | 31 39.24 | 17 47.22 | 1 50.00 |
| | important | 16 13.68 | 8 10.13 | 8 22.22 | 0 0.00 |
| | some importance | 7 5.98 | 4 5.06 | 3 8.33 | 0 0.00 |
| | unimportant | 5 4.27 | 4 5.06 | 1 2.78 | 0 0.00 |
| | not applicable | 40 34.19 | 32 40.51 | 7 19.44 | 1 50.00 |

Figure / Table 36 (continued)

| Question / Response | | (total) | (elem) | (sec) | (supt) | |
|---------------------|-----------------|----------|----------|----------|--------|-------|
| Q36P4 | essential | 18 15.38 | 10 12.66 | 8 22.22 | 0 | 0.00 |
| | important | 15 12.82 | 6 7.59 | 9 25.00 | 0 | 0.00 |
| | some importance | 17 14.53 | 9 11.39 | 7 19.44 | 1 | 50.00 |
| | unimportant | 9 7.69 | 8 10.13 | 1 2.78 | 0 | 0.00 |
| | not applicable | 40 34.19 | 32 40.51 | 7 19.44 | 1 | 50.00 |
| Q36P5 | essential | 4 3.42 | 3 3.80 | 1 2.78 | 0 | 0.00 |
| | important | 13 11.11 | 8 10.13 | 5 13.89 | 0 | 0.00 |
| | some importance | 27 23.08 | 17 21.52 | 9 25.00 | 1 | 50.00 |
| | unimportant | 32 27.35 | 23 29.11 | 9 25.00 | 0 | 0.00 |
| | not applicable | 41 35.04 | 28 35.44 | 12 33.33 | 1 | 50.00 |
| Q36P6 | essential | 61 52.14 | 42 53.16 | 18 50.00 | 1 | 50.00 |
| | important | 37 31.62 | 25 31.65 | 12 33.33 | 0 | 0.00 |
| | some importance | 8 6.84 | 6 7.59 | 2 5.56 | 0 | 0.00 |
| | unimportant | 0 0.00 | 0 0.00 | 0 0.00 | 0 | 0.00 |
| | not applicable | 11 9.40 | 6 7.59 | 4 11.11 | 1 | 50.00 |
| Q36P7 | essential | 82 70.09 | 61 77.22 | 20 55.56 | 1 | 50.00 |
| | important | 22 18.80 | 11 13.92 | 11 30.56 | 0 | 0.00 |
| | some importance | 1 0.85 | 1 1.27 | 0 0.00 | 0 | 0.00 |
| | unimportant | 0 0.00 | 0 0.00 | 0 0.00 | 0 | 0.00 |
| | not applicable | 12 10.26 | 6 7.59 | 5 13.89 | 1 | 50.00 |
| Q36P8 | essential | 18 15.38 | 13 16.46 | 5 13.89 | 0 | 0.00 |
| | important | 70 59.83 | 46 58.23 | 23 63.89 | 1 | 50.00 |
| | some importance | 18 15.38 | 14 17.72 | 4 11.11 | 0 | 0.00 |
| | unimportant | 0 0.00 | 0 0.00 | 0 0.00 | 0 | 0.00 |
| | not applicable | 11 9.40 | 6 7.59 | 4 11.11 | 1 | 50.00 |
| Q36P9 | essential | 41 35.04 | 33 41.77 | 8 22.22 | 0 | 0.00 |
| | important | 46 39.32 | 27 34.18 | 18 50.00 | 1 | 50.00 |
| | some importance | 19 16.24 | 15 18.99 | 4 11.11 | 0 | 0.00 |
| | unimportant | 1 0.85 | 0 0.00 | 1 2.78 | 0 | 0.00 |
| | not applicable | 10 8.55 | 4 5.06 | 5 13.89 | 1 | 50.00 |

Note. Question descriptors applying to the qualifications for entering educational administration as a principal:

- Q36P1– Elementary school teaching experience
- Q36P2– Elementary school administrator experience
- Q36P3– Secondary school teaching experience
- Q36P4– Secondary school administrator experience
- Q36P5– Administrative experience in central office
- Q36P6– Unusual ability to live with high pressure job
- Q36P7– An unusual understanding of people
- Q36P8– High intelligence
- Q36P9– Ability to handle the many technical aspects of the job

Figure / Table 36 (continued)
Question 36S1 to S9 – How important are the following qualifications for entering educational administration as a superintendent?

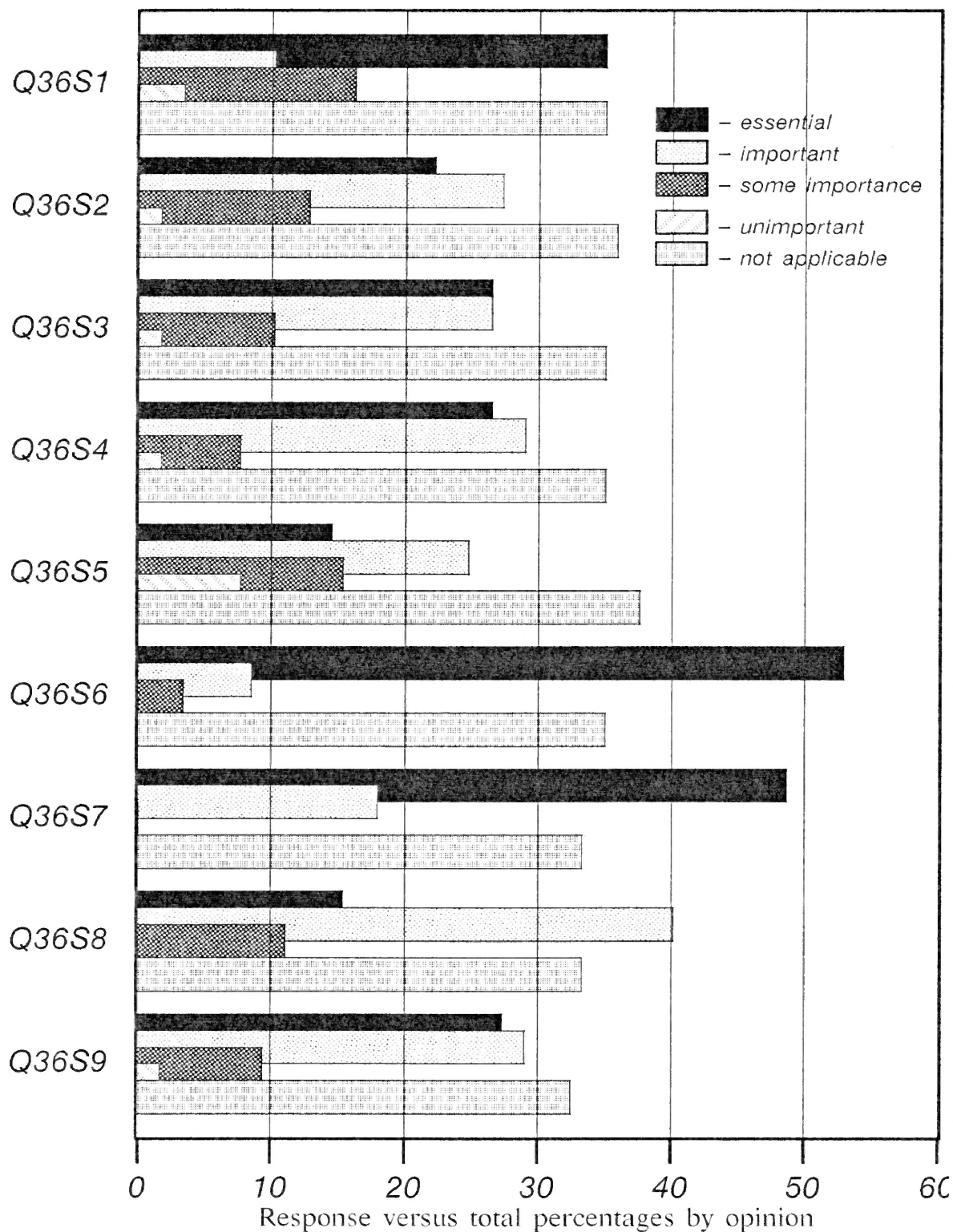


Figure / Table 36 (continued)
Question 36S1 – Elementary school teaching experience

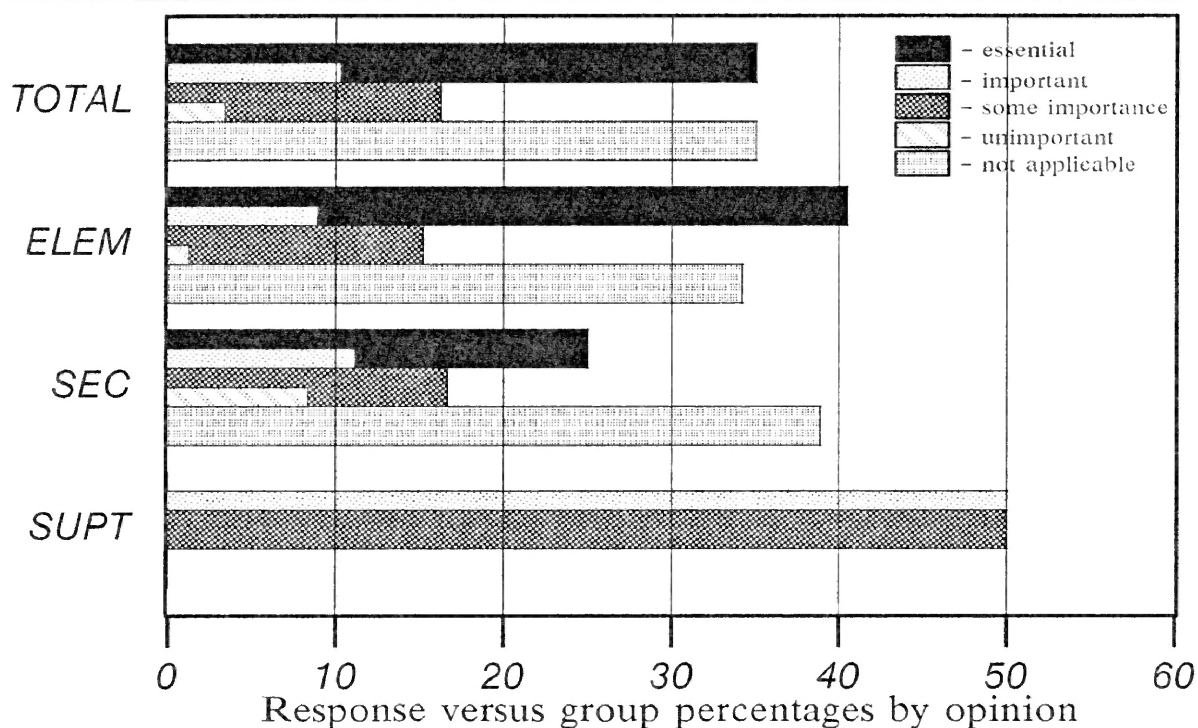


Figure / Table 36 (continued)
Question 36S2 – Elementary school administrator experience

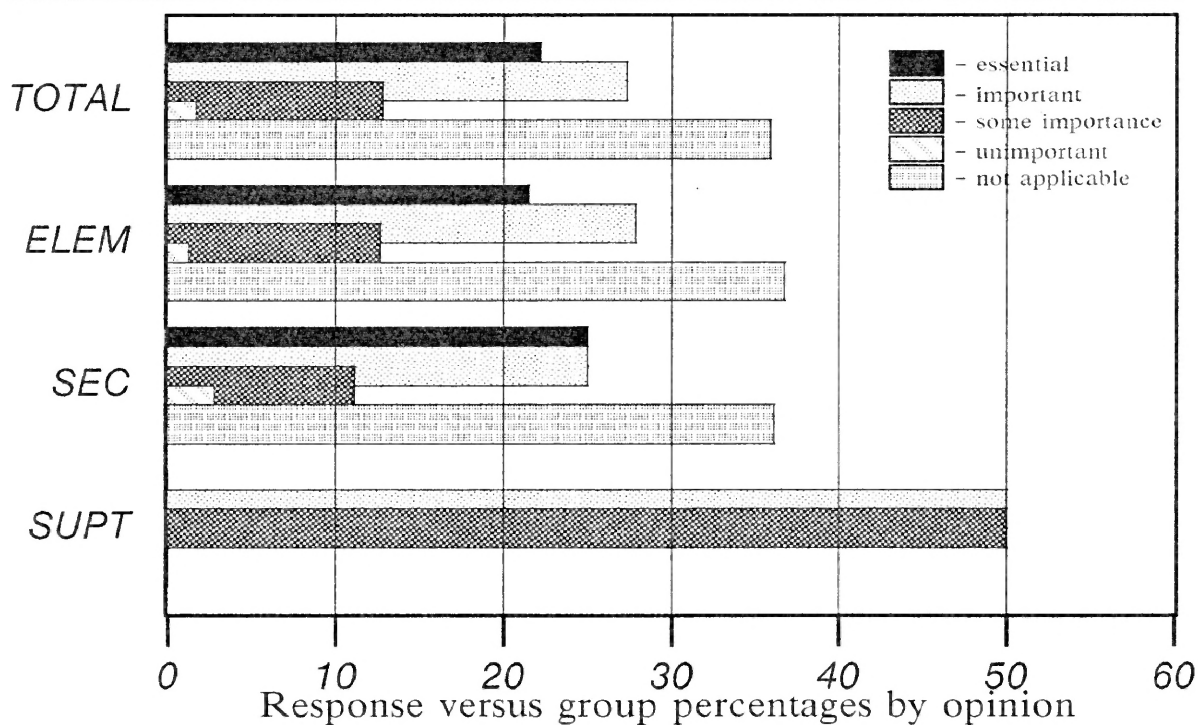


Figure / Table 36 (continued)
Question 36S3 – Secondary school teaching experience

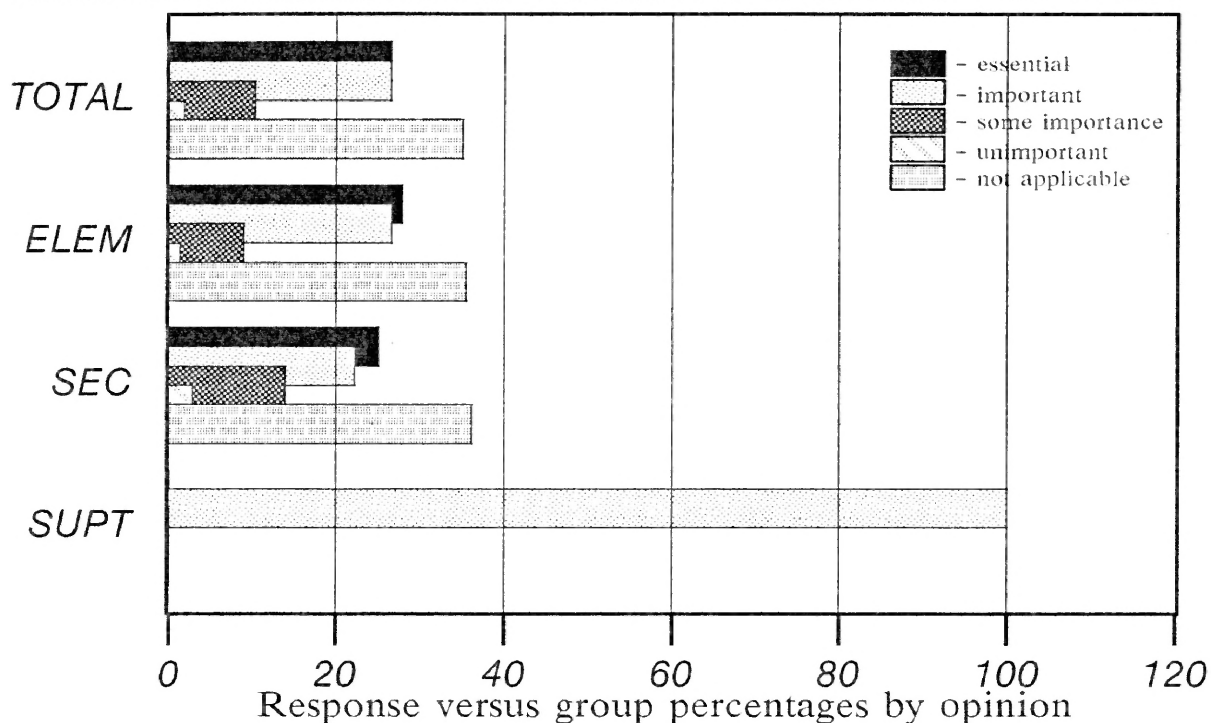


Figure / Table 36 (continued)
Question 36S4 – Secondary school administrator experience

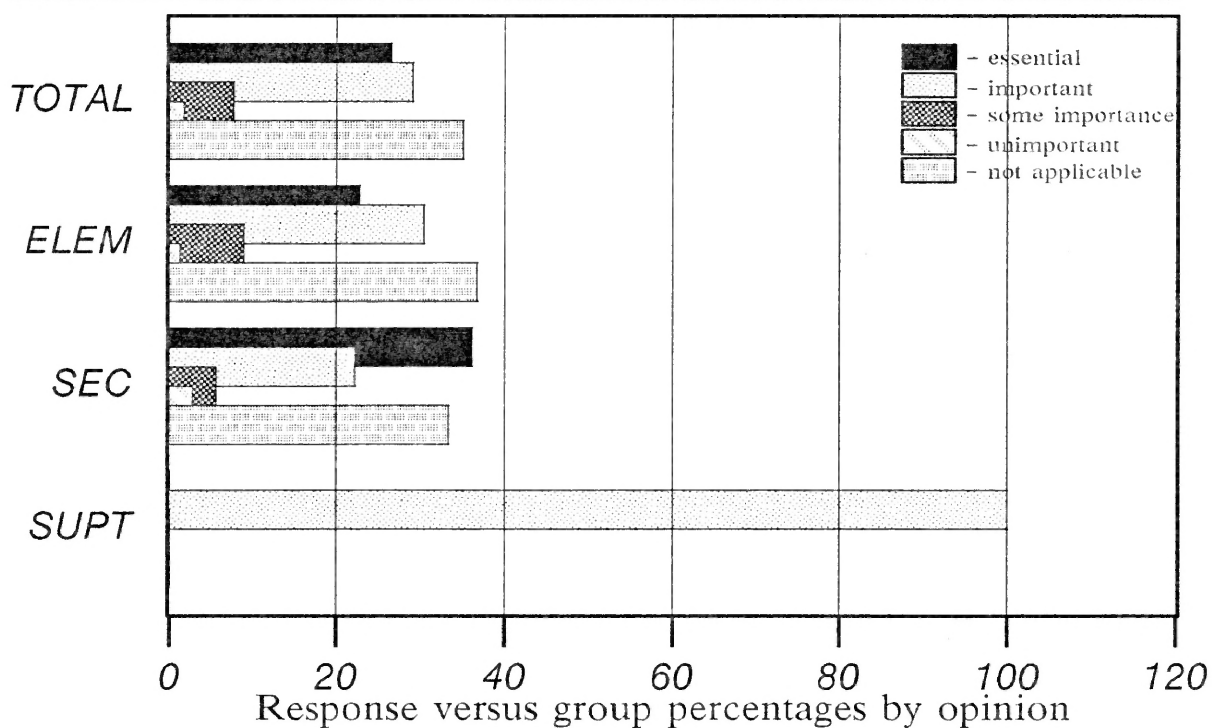


Figure / Table 36 (continued)
Question 36S5 – Administrative experience in central office

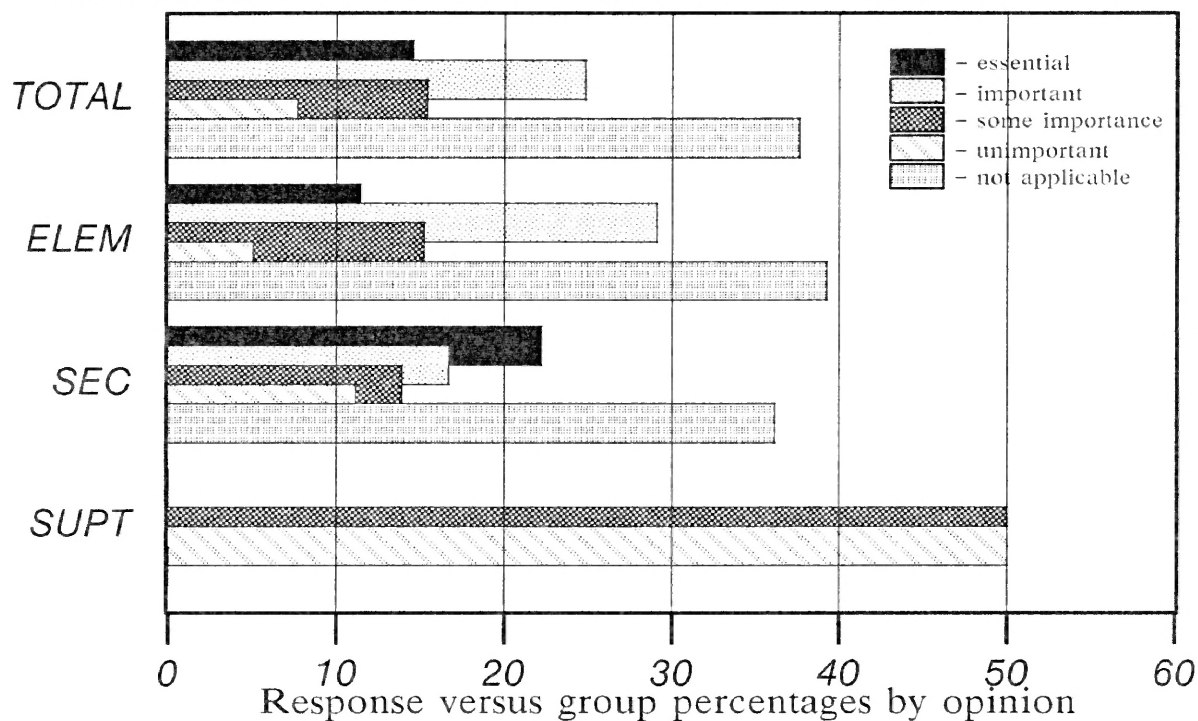


Figure / Table 36 (continued)
Question 36S6 – Unusual ability to live with high pressure job

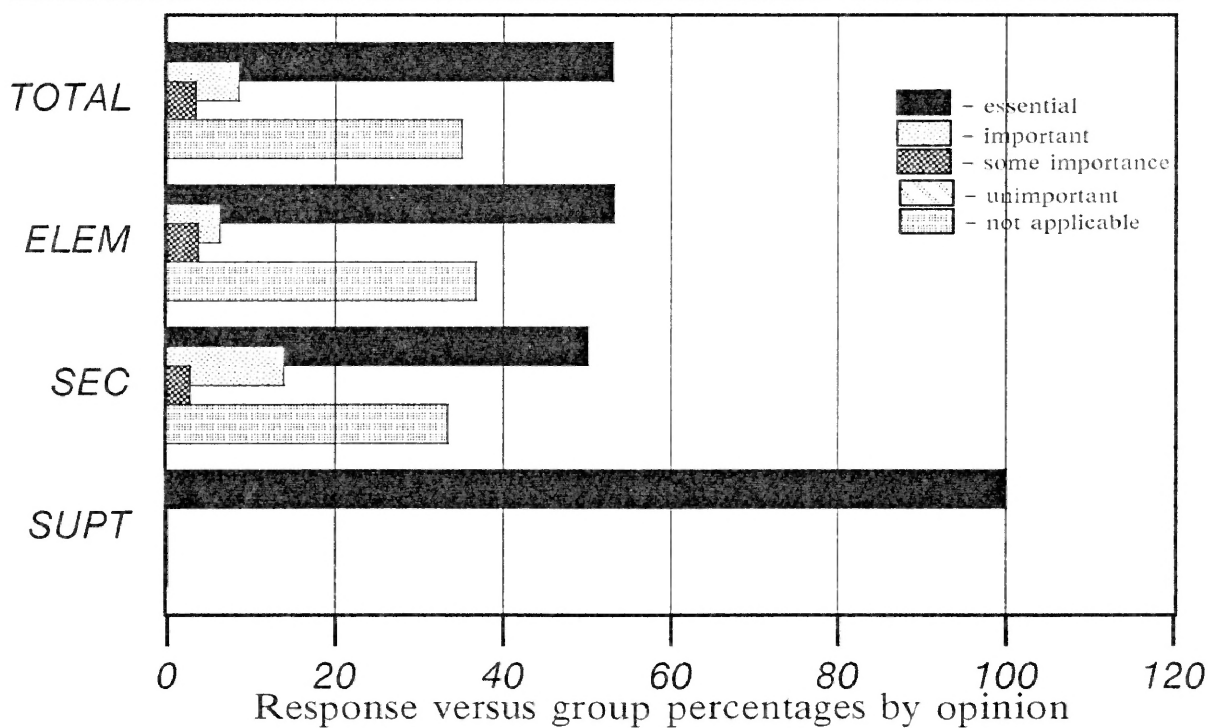


Figure / Table 36 (continued)
Question 36S7 – An unusual understanding of people

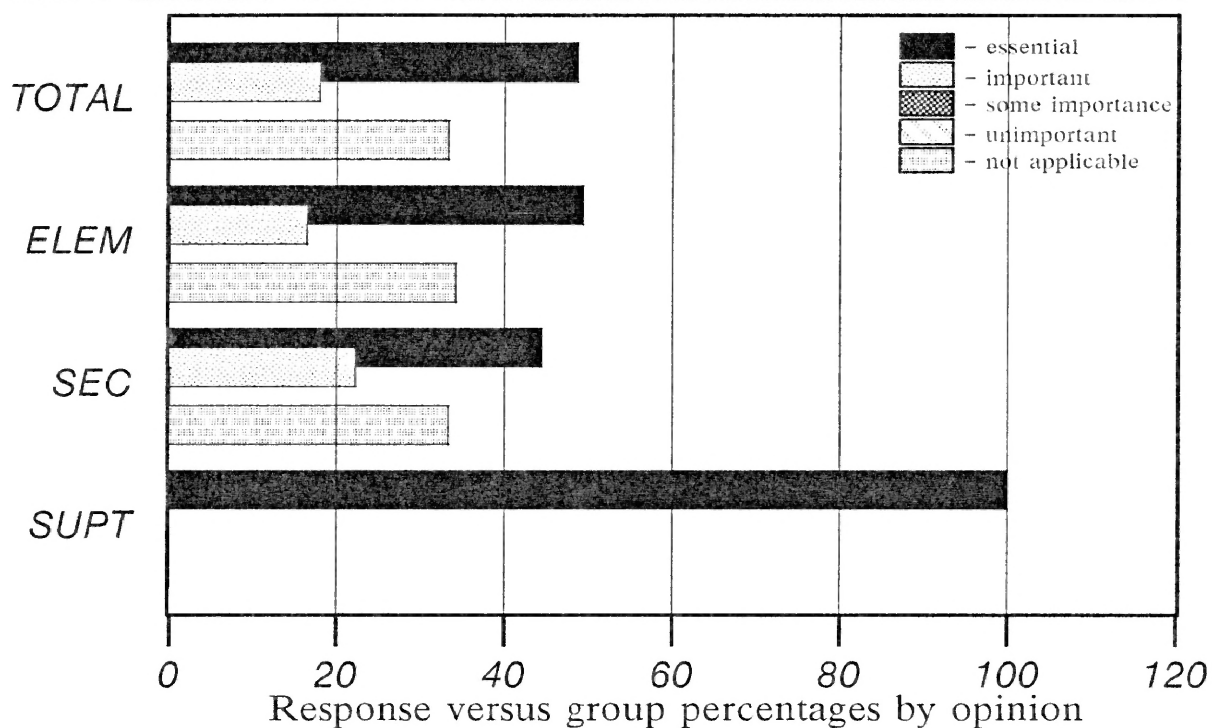


Figure / Table 36 (continued)
Question 36S8 – High intelligence

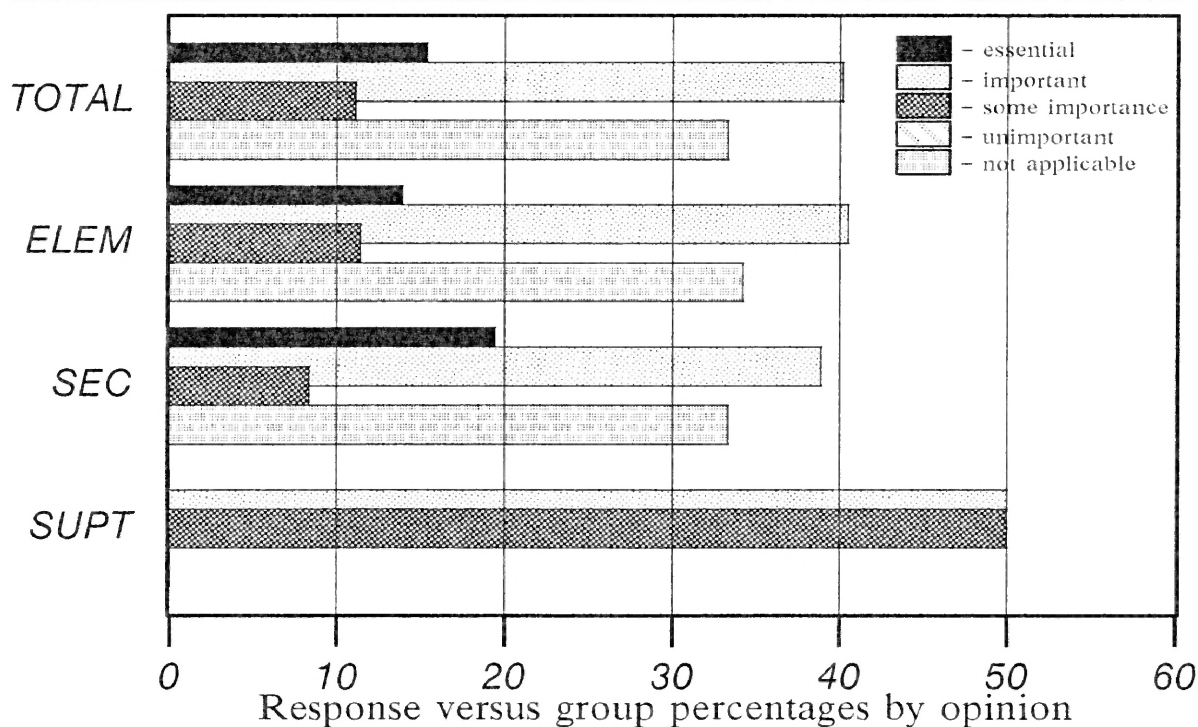
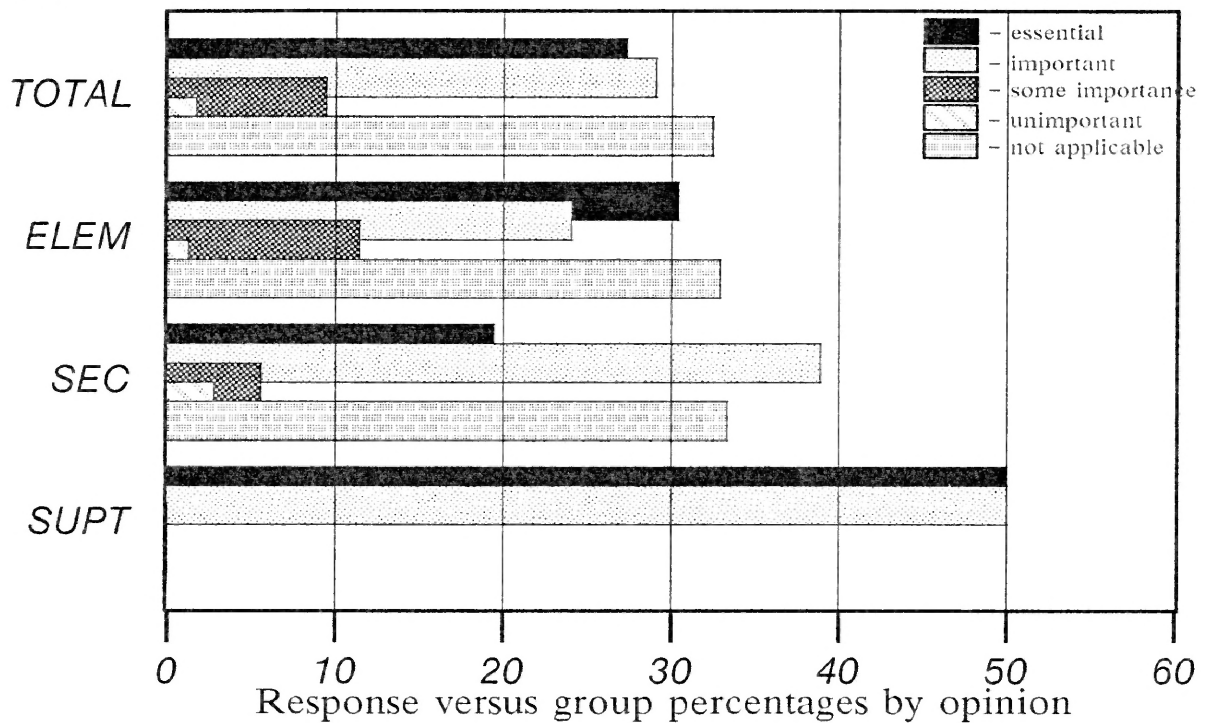


Figure / Table 36 (continued)
Question 36S9 – Ability to handle the many technical aspects of the job



| Question / Response | | (total) | (elem) | (sec) | (supt) |
|---------------------|-----------------|----------|----------|----------|----------|
| Q36S1 | essential | 41 35.04 | 32 40.51 | 9 25.00 | 0 0.00 |
| | important | 12 10.26 | 7 8.86 | 4 11.11 | 1 50.00 |
| | some importance | 19 16.24 | 12 15.19 | 6 16.67 | 1 50.00 |
| | unimportant | 4 3.42 | 1 1.27 | 3 8.33 | 0 0.00 |
| | not applicable | 41 35.04 | 27 34.18 | 14 38.89 | 0 0.00 |
| Q36S2 | essential | 26 22.22 | 17 21.52 | 9 25.00 | 0 0.00 |
| | important | 32 27.35 | 22 27.85 | 9 25.00 | 1 50.00 |
| | some importance | 15 12.82 | 10 12.66 | 4 11.11 | 1 50.00 |
| | unimportant | 2 1.71 | 1 1.27 | 1 2.78 | 0 0.00 |
| | not applicable | 42 35.90 | 29 36.71 | 13 36.11 | 0 0.00 |
| Q36S3 | essential | 31 26.50 | 22 27.85 | 9 25.00 | 0 0.00 |
| | important | 31 26.50 | 21 26.58 | 8 22.22 | 2 100.00 |
| | some importance | 12 10.26 | 7 8.86 | 5 13.89 | 0 0.00 |
| | unimportant | 2 1.71 | 1 1.27 | 1 2.78 | 0 0.00 |
| | not applicable | 41 35.04 | 28 35.44 | 13 36.11 | 0 0.00 |

Figure / Table 36 (continued)

| Question / Response | | (total) | (elem) | (sec) | (supt) |
|---------------------|-----------------|----------|----------|----------|----------|
| Q36S4 | essential | 31 26.50 | 18 22.78 | 13 36.11 | 0 0.00 |
| | important | 34 29.06 | 24 30.38 | 8 22.22 | 2 100.00 |
| | some importance | 9 7.69 | 7 8.86 | 2 5.56 | 0 0.00 |
| | unimportant | 2 1.71 | 1 1.27 | 1 2.78 | 0 0.00 |
| | not applicable | 41 35.04 | 29 36.71 | 12 33.33 | 0 0.00 |
| Q36S5 | essential | 17 14.53 | 9 11.39 | 8 22.22 | 0 0.00 |
| | important | 29 24.79 | 23 29.11 | 6 16.67 | 0 0.00 |
| | some importance | 18 15.38 | 12 15.19 | 5 13.89 | 1 50.00 |
| | unimportant | 9 7.69 | 4 5.06 | 4 11.11 | 1 50.00 |
| | not applicable | 44 37.61 | 31 39.24 | 13 36.11 | 0 0.00 |
| Q36S6 | essential | 62 52.99 | 42 53.16 | 18 50.00 | 2 100.00 |
| | important | 10 8.55 | 5 6.33 | 5 13.89 | 0 0.00 |
| | some importance | 4 3.42 | 3 3.80 | 1 2.78 | 0 0.00 |
| | unimportant | 0 0.00 | 0 0.00 | 0 0.00 | 0 0.00 |
| | not applicable | 41 35.04 | 29 36.71 | 12 33.33 | 0 0.00 |
| Q36S7 | essential | 57 48.72 | 39 49.37 | 16 44.44 | 2 100.00 |
| | important | 21 17.95 | 13 16.46 | 8 22.22 | 0 0.00 |
| | some importance | 0 0.00 | 0 0.00 | 0 0.00 | 0 0.00 |
| | unimportant | 0 0.00 | 0 0.00 | 0 0.00 | 0 0.00 |
| | not applicable | 39 33.33 | 27 34.18 | 12 33.33 | 0 0.00 |
| Q36S8 | essential | 18 15.38 | 11 13.92 | 7 19.44 | 0 0.00 |
| | important | 47 40.17 | 32 40.51 | 14 38.89 | 1 50.00 |
| | some importance | 13 11.11 | 9 11.39 | 3 8.33 | 1 50.00 |
| | unimportant | 0 0.00 | 0 0.00 | 0 0.00 | 0 0.00 |
| | not applicable | 39 33.33 | 27 34.18 | 12 33.33 | 0 0.00 |
| Q36S9 | essential | 32 27.35 | 24 30.38 | 7 19.44 | 1 50.00 |
| | important | 34 29.06 | 19 24.05 | 14 38.89 | 1 50.00 |
| | some importance | 11 9.40 | 9 11.39 | 2 5.56 | 0 0.00 |
| | unimportant | 2 1.71 | 1 1.27 | 1 2.78 | 0 0.00 |
| | not applicable | 38 32.48 | 26 32.91 | 12 33.33 | 0 0.00 |

Note. Question descriptors applying to the qualifications for entering educational administration as a superintendent:

- Q36S1- Elementary school teaching experience
- Q36S2- Elementary school administrator experience
- Q36S3- Secondary school teaching experience
- Q36S4- Secondary school administrator experience
- Q36S5- Administrative experience in central office
- Q36S6- Unusual ability to live with high pressure job
- Q36S7- An unusual understanding of people
- Q36S8- High intelligence
- Q36S9- Ability to handle the many technical aspects of the job

BARRIERS (INTERNAL / EXTERNAL)

Figure / Table 37
Question 37I1 to I13 – Internal barriers to women who wish to obtain positions in the field of administration.

| Question | (total) | | (elem) | | (sec) | |
|----------|---------|-------|--------|-------|-------|-------|
| Q37I1 | 21 | 17.95 | 14 | 17.72 | 7 | 19.44 |
| Q37I2 | 44 | 37.61 | 30 | 37.97 | 12 | 33.33 |
| Q37I3 | 29 | 24.79 | 20 | 25.32 | 7 | 19.44 |
| Q37I4 | 51 | 43.59 | 32 | 40.51 | 17 | 47.22 |
| Q37I5 | 29 | 24.79 | 22 | 27.85 | 5 | 13.89 |
| Q37I6 | 45 | 38.46 | 29 | 36.71 | 14 | 38.89 |
| Q37I7 | 66 | 56.41 | 46 | 58.23 | 19 | 52.78 |
| Q37I8 | 50 | 42.74 | 36 | 45.57 | 14 | 38.89 |
| Q37I9 | 49 | 41.88 | 34 | 43.04 | 15 | 41.67 |
| Q37I10 | 42 | 35.90 | 28 | 35.44 | 13 | 36.11 |
| Q37I11 | 40 | 34.19 | 25 | 31.65 | 14 | 38.89 |
| Q37I12 | 42 | 35.90 | 29 | 36.71 | 13 | 36.11 |
| Q37I13 | 63 | 53.85 | 42 | 53.16 | 20 | 55.56 |

Note. Question descriptors (internal barriers):

- Q37I1 – Race
- Q37I2 – Age
- Q37I3 – Husband's occupation
- Q37I4 – Children
- Q37I5 – Marital status (married, unmarried, divorced)
- Q37I6 – Role conflict with spouse
- Q37I7 – Low risk taking
- Q37I8 – Passiveness
- Q37I9 – Fear of challenge
- Q37I10 – Lack of administrative experience
- Q37I11 – Low job seeking perseverance
- Q37I12 – Low motivation
- Q37I13 – Low self-confidence

Figure / Table 37 (continued)
Question 37I1 to I13 – Internal barriers to women who wish to obtain positions in the field of administration.

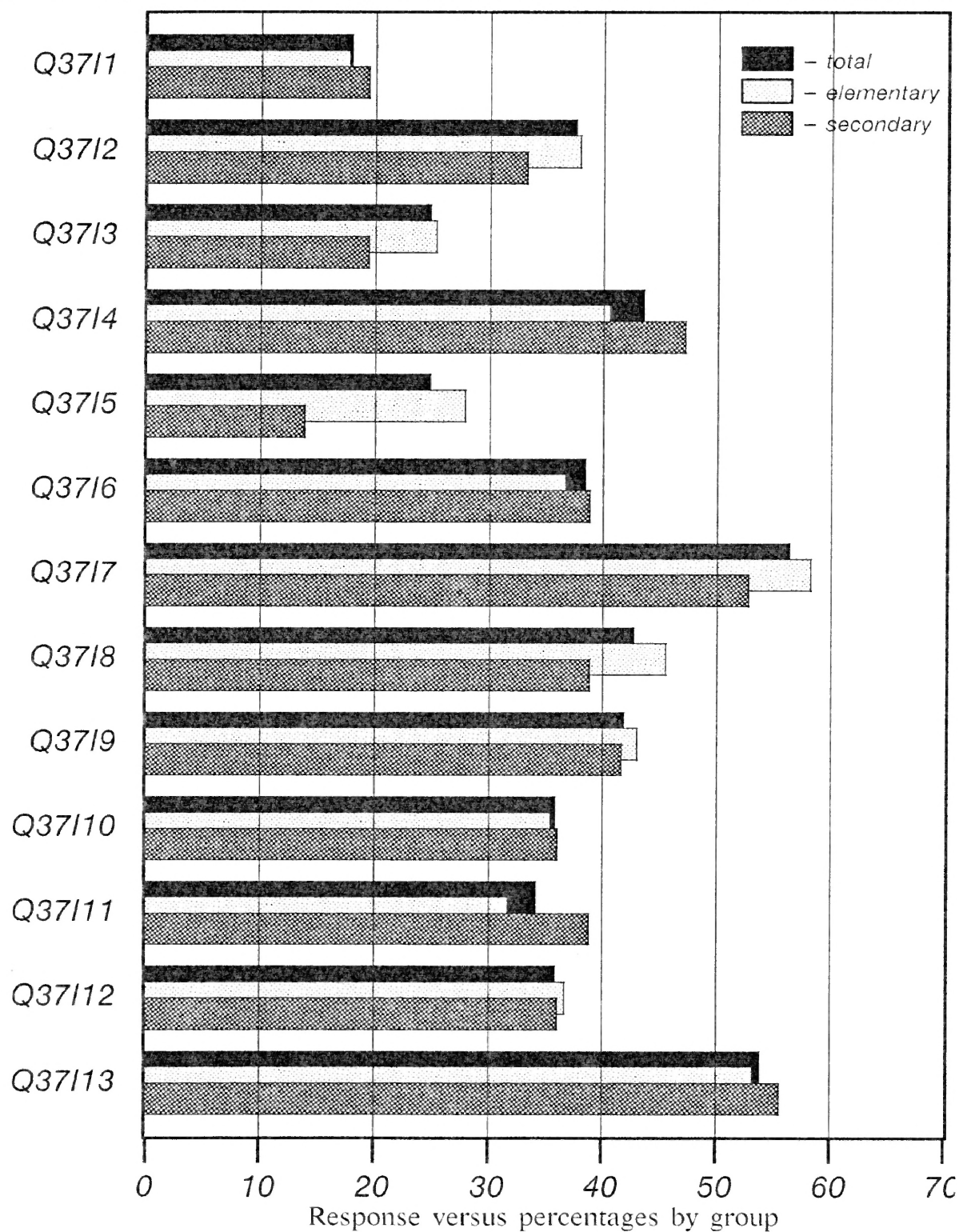


Figure / Table 37 (continued)
 Question 37E1 to E16 – External barriers to women who wish to obtain positions in the field of administration.

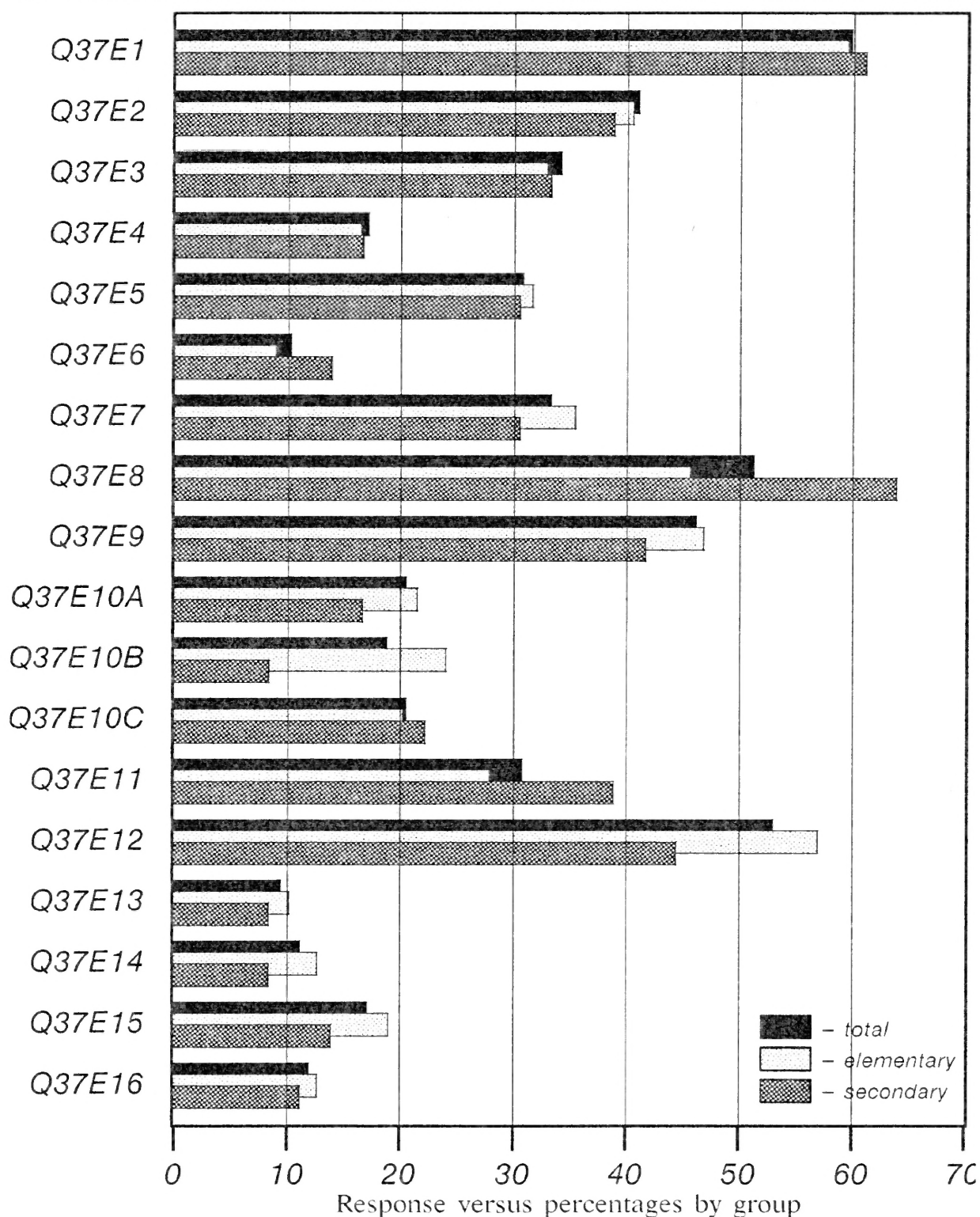


Figure / Table 37 (continued)

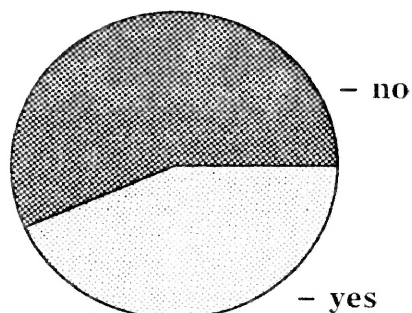
| Question | (total) | | (elem) | | (sec) | |
|----------------|---------|-------|--------|-------|-------|-------|
| <i>Q37E1</i> | 70 | 59.83 | 47 | 59.49 | 22 | 61.11 |
| <i>Q37E2</i> | 48 | 41.03 | 32 | 40.51 | 14 | 38.89 |
| <i>Q37E3</i> | 40 | 34.19 | 26 | 32.91 | 12 | 33.33 |
| <i>Q37E4</i> | 20 | 17.09 | 13 | 16.46 | 6 | 16.67 |
| <i>Q37E5</i> | 36 | 30.77 | 25 | 31.65 | 11 | 30.56 |
| <i>Q37E6</i> | 12 | 10.26 | 7 | 8.86 | 5 | 13.89 |
| <i>Q37E7</i> | 39 | 33.33 | 28 | 35.44 | 11 | 30.56 |
| <i>Q37E8</i> | 60 | 51.28 | 36 | 45.57 | 23 | 63.89 |
| <i>Q37E9</i> | 54 | 46.15 | 37 | 46.84 | 15 | 41.67 |
| <i>Q37E10A</i> | 24 | 20.51 | 17 | 21.52 | 6 | 16.67 |
| <i>Q37E10B</i> | 22 | 18.80 | 19 | 24.05 | 3 | 8.33 |
| <i>Q37E10C</i> | 24 | 20.51 | 16 | 20.25 | 8 | 22.22 |
| <i>Q37E11</i> | 36 | 30.77 | 22 | 27.85 | 14 | 38.89 |
| <i>Q37E12</i> | 62 | 52.99 | 45 | 56.96 | 16 | 44.44 |
| <i>Q37E13</i> | 11 | 9.40 | 8 | 10.13 | 3 | 8.33 |
| <i>Q37E14</i> | 13 | 11.11 | 10 | 12.66 | 3 | 8.33 |
| <i>Q37E15</i> | 20 | 17.09 | 15 | 18.99 | 5 | 13.89 |
| <i>Q37E16</i> | 14 | 11.97 | 10 | 12.66 | 4 | 11.11 |

Note. Question descriptors (external barriers):

- Q37E1 – Societal preference for male
- Q37E2 – Women are not considered to be as well qualified
- Q37E3 – Sex discrimination
- Q37E4 – Males are better suited for the position
- Q37E5 – School boards prefer males
- Q37E6 – Female school board members
- Q37E7 – Difficulty in finding a mentor
- Q37E8 – Different socialization patterns for males and females
- Q37E9 – Females not viewed as well qualified leaders as males
- Q37E10A – Lack of encouragement from family
- Q37E10B – Lack of encouragement from college professors
- Q37E10C – Lack of encouragement from colleagues
- Q37E11 – Lack of visibility, i.e., coaching, co-curricular activities, etc.
- Q37E12 – Unwillingness to relocate
- Q37E13 – No information on job openings
- Q37E14 – No available openings
- Q37E15 – Need for job security
- Q37E16 – Lack of central office position

Figure / Table 38

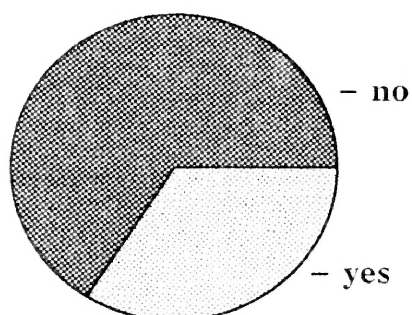
Question 38 – Do you feel males find it difficult to take orders from female administrators?



| NUMBER | | RESPONSE |
|--------|-------|----------|
| 51 | 43.59 | yes |
| 66 | 56.41 | no |
| 117 | 100.0 | TOTAL |

Figure / Table 39

Question 39 – Do you think females find it difficult to take orders from female administrators?

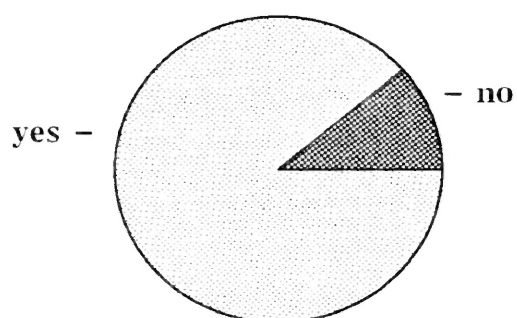


| NUMBER | | RESPONSE |
|--------|-------|----------|
| 40 | 34.19 | yes |
| 77 | 65.81 | no |
| 117 | 100.0 | TOTAL |

FUTURE GOALS AND ASPIRATIONS

Figure / Table 40

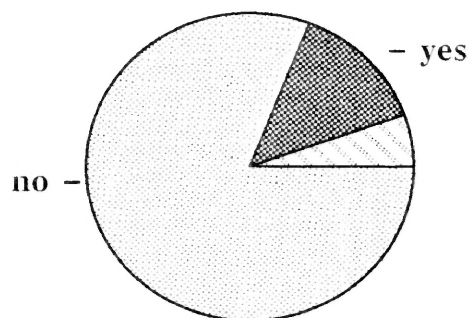
Question 40 – Do you plan to work as an administrator until retirement?



| NUMBER | | RESPONSE |
|--------|-------|----------|
| 104 | 88.89 | yes |
| 13 | 11.11 | no |
| 117 | 100.0 | TOTAL |

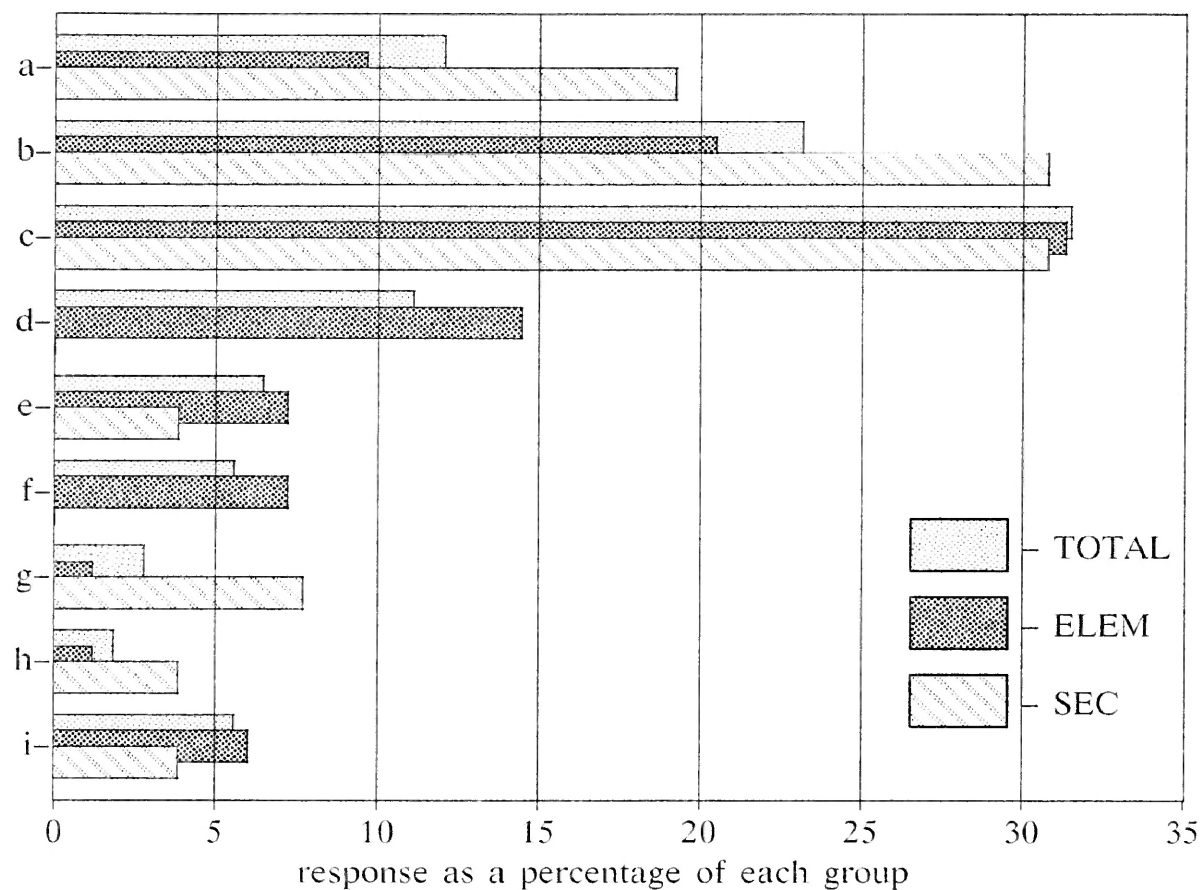
Figure / Table 41

Question 41 – Do you plan on seeking a career as a superintendent?



| NUMBER | | RESPONSE |
|--------|-------|-------------|
| 95 | 81.20 | no |
| 16 | 13.68 | yes |
| 6 | 6.12 | no response |
| 117 | 100.0 | TOTAL |

Figure / Table 41 (continued)
Question 41A – Career as superintendent, why not?



| RESPONSE | | (total) | | (elem) | | (sec) | |
|----------|-------------------------|---------|-------|--------|-------|-------|-------|
| a | No interest | 13 | 12.04 | 8 | 9.64 | 5 | 19.23 |
| b | Isolation | 25 | 23.15 | 17 | 20.48 | 8 | 30.77 |
| c | Position satisfaction | 34 | 31.48 | 26 | 31.33 | 8 | 30.77 |
| d | Undesirable job descrip | 12 | 11.11 | 12 | 14.46 | 0 | 0.00 |
| e | Stress | 7 | 6.48 | 6 | 7.23 | 1 | 3.85 |
| f | Retirement | 6 | 5.56 | 6 | 7.23 | 0 | 0.00 |
| g | Cannot relocate | 3 | 2.78 | 1 | 1.20 | 2 | 7.69 |
| h | Female descrimination | 2 | 1.85 | 1 | 1.20 | 1 | 3.85 |
| i | Other | 6 | 1.85 | 5 | 5.56 | 1 | 3.85 |

Note. Other – “teach college, would like to advance but, not to superintendency”

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to gather personal, professional, and educational background information from practicing female school administrators and present that information along with national related literature findings to determine if the female administrator in Nebraska is typical of other female school administrators across the United states, and to state the barriers and reasons perceived by these women why females continue to be underrepresented in school administrative positions and in particular the role of the school superintendent.

The questionnaire administered and the phone interview conducted allowed the female administrators to answer personal questions and state their attitudes, reasons, and perceptions to the five major areas of information requested.

The objectives to be achieved in this study include a presentation of the data and analysis of the information obtained from the questionnaires and phone interview.

The following activities were carried out in the development of the study.

1) An examination was made of available literature on the topic of female school administrators and female school superintendents.

2) A questionnaire was designed.

3) A selection of female school administrators was made to receive the questionnaire.

4) Telephone interviews were conducted with the two current female school superintendents.

5) Following an analysis of the completed and returned questionnaires, conclusions and recommendations were made by the writer.

Conclusions

According to the data collected from the questionnaire and supporting the literature researched in this study, the following conclusions were drawn:

1) Female administrators generally feel that men are considered by society to be better suited for school administrative positions.

2) Sex bias is involved in evaluating the performance abilities of females.

3) Women may be afraid of failure and therefore are less likely to apply for positions in educational administration.

4) Criteria other than job performance and qualifications are used in considering females for administrative roles.

5) Women lack support groups.

6) Women feel mentors are important.

7) Females continue to be underrepresented in school administrative roles, however the percent is gradually increasing.

8) The majority of female administrators plan on working in administration until retirement.

9) The majority of female administrators are not interested in becoming a school superintendent because:

a) They are happy with their present positions and feel this is where they can be of greatest value to education, and they receive personal satisfaction working directly with staff and students.

b) They would not like the isolation of the superintendent's position.

c) Management, financial planning, budgeting and the politics of the superintendent's position are of little interest to female school administrators.

d) Some feel that females would not be given fair consideration in applying for the superintendent's position simply because they are females.

10) Female administrators feel that the ability to have an unusual understanding of people and an unusual

ability to live with the high-pressure job are essential qualifications for entering educational administration.

11) Only 10 percent of the females responding possessing a Specialist or Doctorate degree are interested in pursuing a career as a superintendent.

12) The majority of women will apply for positions in educational administration one to three times and are more likely not to apply after that.

13) The majority of women would choose to enter into the field of educational administration if they had it to do over again.

14) A greater percentage of teachers applying for positions in educational administration will advance directly from teacher to principal at the elementary level. Secondary principals generally follow more steps in their career path before advancing to head principal position.

15) Women feel that the following are the top three reasons they were selected over other candidates for the administrative position they now occupy.

- a) Working very hard to prove themselves.
- b) Experience along with qualifications.
- c) Human relations skills.

16) Women feel they were not accepted in positions they have applied for because they lacked experience,

positions were too competitive, and that males were preferred for those positions.

17) In the following order most women became interested in educational administration because:

- a) Gave them a sense of achievement.
- b) They enjoy being a leader.
- c) Received encouragement from administration.
- d) The work was more challenging.
- e) Greater impact on policy and program.
- f) Opportunity for increased salaries and they received encouragement from other teachers.

18) The majority of women feel that being knowledgeable with self-confidence and leadership skills are the best characteristics females can possess to obtain educational administrative positions and the least favorable are aggressiveness, nonassertiveness and a lack of human relation skills.

19) In descending order the most common internal barriers for females aspiring an administrative role are:

- a) Low risk taking
- b) Low self-confidence
- c) Children
- d) Passiveness
- e) Fear of challenge
- f) Role conflict with spouse
- g) Age

20) Again in descending order, the most common external barriers are:

- a) Societal preference for a male
- b) Unwillingness to relocate
- c) Different socialization patterns for males and females
- d) Females are not viewed as well qualified leaders
- e) Women are not considered as well qualified
- f) Sex discrimination
- g) Difficulty in finding a mentor

Recommendations

Based on the findings and literature researched in this study, the following recommendations are presented for those females aspiring a career in school administration and, in particular, that of the school superintendency.

1) Expect rejections along the way, but do not give up. Continue to apply; persistence and determination are key factors.

2) Recognize the barriers to females aspiring an administrative role and acquire the skills to overcome them.

3) Define your goals and create a strategy for achieving them.

4) Be yourself; do not try to be masculine, it will work against you. Establish yourself and surround yourself with a network of male and female administrators.

5) Secure the appropriate credentials. Be visible and become involved in all aspects of schooling and community involvement.

6) Those aspiring a role as a superintendent need a wide and versatile background in elementary and secondary experiences. Be competent in every job in the district.

7) Overcome a sense of entitlement, recognize that to obtain the position you desire you may have to go through many experiences and channels to reach the level you are seeking.

8) Recognize that the superintendent's position is political, difficult, and time consuming.

9) Be assertive, not aggressive. Overcome a feminist attitude.

10) Cooperate and be supportive of everyone, male or female, and do not play favorites.

11) Maintain a sense of fairness and honesty and keep a sense of humor!

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APPENDIX A
QUESTIONNAIRE

ADMINISTRATOR QUESTIONNAIRE

Personal Background

1. Title _____ Level _____
2. Age: Under 40 _____ 40-49 _____ 50-59 _____ 60-69 _____
3. Race _____
4. Marital Status: Married _____ Single _____ Divorced _____
Widowed _____ Separated _____
5. Number of children _____
6. Level of Father's Education _____
7. Level of Mother's Education _____
8. Type of community where born (Rural, Small
Town/City, Medium Sized City, Suburb of
Metropolitan Area, Large City) _____
9. State where employed (Same as birth,
different from birth) _____
10. Did your parents put a high priority on
education? Yes or No? _____
On Academic achievement? Yes or No? _____
11. As you were growing up were you involved in:
Church Activities _____ Community Activities _____
Sports _____ Drama _____ Music, Band, Orchestra _____
Traditional "girls" School Clubs, i.e., Pep-Club,
FHA _____
12. Parent who influenced you most (or equally) _____
13. Person/persons who influenced you most in your decision
to enter educational administration _____
14. As you pursued your career, who did your greatest
support come from: Husband _____ Children _____
Female Co-workers _____ Male Co-Workers _____

Educational and Professional Background

15. What was the approximate enrollment of the school where
you received your high school diploma . _____
16. At what age did you take your first job
in education _____
17. What is your total years of classroom
experience _____
18. How many times have you applied for a
position in administration _____
19. How many times were you accepted _____
Not Accepted _____
What do you feel the reasons are? _____

20. At what age were you appointed to your first administrative or supervisory position _____
21. How long was it from the time you obtained your administrative certificate until you received your first administrative position? _____
22. If you received your first administrative position before obtaining a certificate in administration, how much time elapsed between the two events? _____
23. How many times have you applied for a superintendency position _____
 Accepted _____
 Unaccepted _____
24. At what age did you first apply for a superintendency position _____
25. At what age were you appointed to your first superintendency _____
26. How many years have you held your present superintendency? (Count present year as ONE.) _____
27. How many years of experience in all have you had as a superintendent? (Count present year as ONE.) _____
28. In how many different school districts have you served as superintendent? (Count present district as ONE.) _____
29. Have you completed a graduate program of studies in educational administration -- Yes or No _____
 If your answer is Yes, please supply the following information:
- a) Endorsement Only, Masters, Specialist, or Doctorate Degree(s) _____
- b) Your age at the time you started this graduate study _____
- c) Your age when you completed it _____
30. List in the appropriate blanks below degrees you have received and their major/minor fields:

| | <u>Degree Received</u> | <u>Fields</u> | |
|----|------------------------|---------------|--------------|
| | | <u>Major</u> | <u>Minor</u> |
| a) | _____ | _____ | _____ |
| b) | _____ | _____ | _____ |
| c) | _____ | _____ | _____ |
| d) | _____ | _____ | _____ |
| e) | _____ | _____ | _____ |
| f) | _____ | _____ | _____ |

31. In this section please list your educational career from first to present job.
Please list in chronological order.

| Position | Total Years in that Position | Age | |
|----------|---------------------------------|------|----|
| | | From | To |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

32. If you had it to do all over again, would you choose educational administration? Check one:
- ☐ Certainly would ☐ Probably would not
☐ Probably would ☐ Certainly would not
☐ Uncertain

Recruitment and Selection

33. Please give three reasons why you think boards of education have selected you over other candidates for the administrative positions you have held:
- a) _____
- b) _____
- c) _____

34. Why did you become interested in educational administration. Check as many as apply:
- ☐ There was a shortage of administrative personnel in my region.
☐ Administration offered a better opportunity for service.
☐ Greater impact on policy and program.
☐ Increased salaries.
☐ Greater chances for mobility.
☐ The work was more challenging.
☐ Sense of achievement.
☐ Received encouragement from boards of education.
☐ Received encouragement from other administrators.
☐ Received encouragement from other teachers.
☐ Enjoyment of the power.
☐ I enjoy being a leader.
☐ Position of prestige.
☐ Other: _____

35. What do you feel is the greatest characteristic a female can possess to obtain a position in administration _____

Least Favorable _____

36. How important, in your opinion, are the following qualifications for entering educational administration. Mark each item according to the following:

A = Essential B = Important C = Of Some Importance
D = Unimportant NA = Not Applicable

Principal/Vice

| Principal | Superintendency | |
|-----------|-----------------|---|
| | | Elementary school teaching experience |
| | | Elementary school administrator experience |
| | | Secondary school teaching experience |
| | | Secondary school administrator experience |
| | | Administrative experience in central office |
| | | Unusual ability to live with high pressure job |
| | | An unusual understanding of people |
| | | High intelligence |
| | | Ability to handle the many technical aspects of the job |

Barriers

37. There are some barriers (internal and external) to women who wish to obtain positions in the field of administration. Please check the ones you feel apply:

Internal:

| | |
|---------------------------------|---|
| _____ Race | _____ Passiveness |
| _____ Age | _____ Fear of challenge |
| _____ Husband's occupation | _____ Lack of administrative experience |
| _____ Children | |
| _____ Marital Status | _____ Low job seeking perseverance |
| _____ a) Married | _____ Low job seeking perseverance |
| _____ b) Unmarried | _____ Low motivation |
| _____ c) Divorced | _____ Low self-confidence |
| _____ Role conflict with spouse | |
| _____ Low risk taking | |

External:

- ☐ Societal preference for male
☐ Women are not considered to be as well qualified
☐ Sex discrimination
☐ Males are better suited for the position
☐ School boards prefer males
☐ Female school board members
☐ Difficulty in finding a mentor
☐ Different socialization patterns for males and females
☐ Females not viewed as well qualified leaders as males
☐ Lack of encouragement from:
 ☐ Family
 ☐ College professors
 ☐ Colleagues
☐ Lack of visibility, i.e., coaching, co-curricular activities, committee work
☐ Unwillingness to relocate
☐ No information on job openings
☐ No available openings
☐ Need for job security
☐ Lack of central office position

Other

38. Do you feel males find it difficult to take orders from female administrators? Yes ☐ No ☐
 39. Do you think females find it difficult to take orders from female administrators? Yes ☐ No ☐

Future Goals and Aspirations

40. Do you plan to work as an administrator until retirement? Yes ☐ No ☐
 41. If you are currently a principal, do you plan on seeking a career as a superintendent? Why or why not? _____

APPENDIX B
COVER LETTER

October 20, 1988

School Administrator
Address
City

Dear School Administrator:

I am currently completing my Specialist Degree in Educational Administration at the University of Nebraska at Omaha.

As part of the requirements for the completion of that degree, I am conducting a study of female administrators in the state of Nebraska to obtain information about their personal, educational and professional backgrounds and perceptions as to why so few females enter into the superintendency.

I have developed a questionnaire and would appreciate obtaining your responses.

Any information I acquire during this study will be kept strictly confidential. Only group statistics will be reported. Your anonymity is assured.

Thank you in advance for all your efforts to make my study a success. I would appreciate your reply by October 26. Please use the stamped envelope for your reply.

Sincerely yours,

Cathy J. Kyles
Millard Central Middle School

pwp

Enclosure